

THE GEORGE WASHINGTON UNIVERSITY
Washington, D.C.

MINUTES OF THE REGULAR MEETING
OF THE FACULTY SENATE HELD ON
APRIL 14, 2006 IN THE ALUMNI HOUSE

Present: President Trachtenberg, Vice President Lehman, Registrar Amundson, and Acting Parliamentarian Pagel; Deans Futrell, Phillips, and Tong; Professors Artz, Biles, Castleberry, Cordes, Delaney, Englander, Friedenthal, Gallo, Garris, Griffith, Gupta, Kim-Renaud, Klarén, Marotta, Mueller, Pagel, Robin, Robinson, Rycroft, Simon, Vergara, Wilmarth, Wirtz, and Zea

Absent: Parliamentarian Johnson; Deans Brown, Frawley, Katz, Lawrence, Scott, and Whitaker; Professors Briscoe, Helgert, and Shen

CALL TO ORDER

The meeting was called to order by President Trachtenberg at 2:20 p.m. As Parliamentarian Johnson was unable to attend, the President advised that Professor Scott B. Pagel of the GW Law School would serve as Acting Parliamentarian for the meeting.

SHORT RECESS FOR THE PURPOSE OF HAVING A GROUP PHOTOGRAPH
TAKEN OF THE 2005-06 FACULTY SENATE

A short adjournment was declared in order to have the annual photograph of the Senate taken.

APPROVAL OF THE MINUTES

Professor Wilmarth reminded the Senate that attached to the minutes of the March 10 meeting is the revised text of Resolution 05/6, entitled, "A RESOLUTION ON ESTABLISHING CRITERIA FOR APPOINTMENTS, REAPPOINTMENTS, AND PROMOTION OF REGULAR, ACTIVE-STATUS FACULTY SERVING IN NON-TENURE-ACCRUING APPOINTMENTS" as well as a revised legislative history. This Resolution was adopted as amended at the March 10 Senate meeting with the understanding that further technical revisions requested during the meeting would be prepared by Professor Gupta and Professor Wilmarth, Chairs of the originating Committees. Professors Gupta and Wilmarth subsequently revised Resolution 05/6 in order to remove the phrase "professor of practice" in all places where it appeared in the Resolution and legislative history, and also to delete all references to the Elliott School of International Affairs, pursuant to the Senate's request. All revisions made by Professors Gupta and Wilmarth are shown on the marked version of Resolution 05/6 and its legislative history, attached to the March 10 meeting minutes. Professor Wilmarth said that the Executive Committee had reviewed these revisions and found them to be satisfactory, but he wanted to bring the revisions to the attention of the entire Senate and to invite any questions or comments that members of the Senate might have. There being no such questions or comments, a motion to approve the minutes was

made and seconded; a vote was taken, and the minutes of the regular meeting of March 10, 2006 were approved as distributed.

RESOLUTIONS

RESOLUTION 05/7, "A RESOLUTION ON LIBRARY ENDOWMENT FUNDS"

On behalf of the Senate Committee on Libraries, Professor Isabel R. Vergara, Chair, introduced Resolution 05/7. She reported that the Libraries Committee met three times this year, and discussed information attached to the Resolution which lists FY 2004 Academic Library Endowments (excluding law and medical libraries) in the U.S., as well as a summary of results of the Faculty LibQUAL+ Survey from the Association of Research Libraries (ARL). She then yielded the floor to Professor Scott Pagel, a member of the Committee, and Director of the GW Law Library.

Professor Pagel summarized findings set forth in the two attachments to the Resolution, the first of which shows that Gelman Library's endowment is approximately \$4 million, whereas those institutions with which GW associates itself have Library endowments of \$10 or \$20 million, and sometimes even more.

The second attachment to the Resolution summarizes the results of LibQUAL+, which is described as a national web-based survey which is administered by the Association of Research Libraries and seeks to measure library user perceptions and expectations. Professor Pagel observed that the survey of faculty satisfaction shows that GW faculty feel that Gelman Library leaves much to be desired in its collections, and in the availability of resources.

Professor Pagel said he thought there are many things calling for the attention of the University, but as everyone has heard so often, many believe that the Library is the heart of the University, and its endowment deserves the attention of the Senate and the University. In putting forward Resolution 05/7, the Libraries Committee understood that the University would have a very hard time bringing the expenditures of the Library to an appropriate level out of operating funds, and therefore, the thrust of the Resolution is to encourage the University to work with Gelman Library to increase its endowment.

The Resolution also calls upon the University Librarian to provide a five-year plan, beginning in FY 08, to bring the collections budget into line with a level equal to the mean level of ARL libraries in GW's market basket group. The Resolution also calls for annual progress reports to the Senate by the University Administration, and it asks that the Gelman Library System be given a high priority in fundraising so that the endowment may be increased.

In conclusion, Professor Pagel said that the Resolution pertains to Gelman Library, because the Law Library and the Himmelfarb (medical) Library both can look to their parent schools for support, but the Law and Medical Schools also depend on Gelman. If Gelman is not strong, then none of the Libraries are.

Professor Griffith asked what sort of increase in the endowment was contemplated in the Resolution, and if, in working out the proposed five-year plan, the Committee worked out a percentage increase in the endowment that would need to be adopted in each of the years to meet the goal. University Librarian Jack Siggins responded that an increase of approximately 50% in the Gelman budget is needed; in terms of the Library endowment, the amount sought would amount to some \$2 or \$3 million.

Professor Englander noted that the survey showed that his colleagues in the School of Business stood out in terms of their dissatisfaction with Gelman's holdings in the area of journals and electronic resources. He asked if there was any thought on the part of the Committee to giving more direction for use of the funds raised to particular areas. Professor Pagel responded that the Committee thought it would be best to merely state the goal of Gelman's funding reaching a level equal to the mean of ARL libraries in GW's market basket, leaving the details to be worked out by Librarian Siggins and his staff.

Professor Mueller asked if input from the Schools would be sought during the planning process, and Librarian Siggins affirmed that this is a critical element in the planning process, as Gelman must be familiar with programmatic plans in the Schools so that its collections can meet existing and emerging needs.

President Trachtenberg said that he thought the Resolution was clearly insightful in some ways, but in others misses the point. The issue, he said, is not the size of the endowment, although the University raises as much money as it possibly can for Gelman. In fact, Gelman has held its own fundraiser for several years.

The more interesting question, he said, is not the source of funding for Gelman, whether operating funds or endowment, but the amount devoted to Library operations. The President then distributed a copy of a survey of holdings of research libraries in the U.S. and Canada, which appeared in the Chronicle of Higher Education in May 2005. (The chart is attached.) He pointed out that the University's total expenditures for its Libraries exceeded \$20 million per year in 2003-04. The President noted that the institution immediately ahead of GW in the rankings, the University of Alabama, which has roughly 300,000 more books than the GW Libraries, has a permanent staff of 135, compared to GW's permanent staff of 213. The University of Massachusetts, which has three million books in its collection, has a budget of \$11 million and its permanent staff numbers 126. President Trachtenberg said he thought it might be useful to revisit the operating budget of the Library, as it may be that the Gelman Library has more staff than it needs, and perhaps the appetite for journals can be satisfied by reducing the staff and redirecting funds. Referring again to the chart he distributed, the President compared GW's rank of 91 with the University of Nebraska at Lincoln, which ranks 85th, with a budget of \$13 million, 2,800,000 books, and 153 permanent staff. Although he said he did not want to challenge the Resolution because he thought it was well intentioned, he concluded that he thought there are prior questions that need to be asked, to see if the University is perhaps devoting too many resources to personnel, and not enough to the issues which faculty believe are important.

Professor Pagel responded to the President's observations by noting that the chart distributed does not separate data about Gelman Library from that of the two supporting Libraries [Law and Medical]. The Law Library has a permanent staff of 40 people, which is

necessary both because it is the fourth largest law school in the country and it needs this many staff to fulfill its mission as a research law library. The expenditure of \$20 million in the chart also includes approximately \$5 million devoted to the Law, and not Gelman, Library. Professor Pagel also informed the Senate that Gelman is no longer considered a research library as its budget of \$15 million is not adequate to sustain it in this category; it is now classified by Jack Siggins as an undergraduate library. He added that he hoped that rather than compare itself to the University of Alabama, GW would look to total expenditures devoted to library purposes, and compare itself to institutions such as Northwestern University, the University of Virginia, or the University of Chicago. A brief exchange followed between the President and Professor Pagel, followed by a question posed by Professor Robinson, who asked Librarian Siggins about the number of staff employed at Gelman.

Librarian Siggins said he appreciated the question, because he thought the President had fallen into a trap many Presidents do when reviewing the chart from the Chronicle. The rankings in the chart reflect a weighted index, and it includes educational institutions in Canada which generally have lower budgets than libraries in the U.S. Because of the way in which the index is constructed, if Gelman had fewer staff, it would fall even lower in the rankings than its present 91st place. He added that he thought a more thorough analysis would show that the key figure in the chart is the number of volumes in a library collection rather than the number of staff. Another important factor is the fact that Gelman has a constant turnover in staff, and at any given time, a chronic 15 to 20% of positions are unfilled.

Professor Griffith noted that the Fiscal Planning and Budgeting Committee had examined the GW Library budgets in the past, as it was especially concerned with the relatively low proportion of the \$20 million overall budget that was being spent for added volumes and serials, compared to other universities with similar library budgets. The Committee eventually came to the same conclusion President Trachtenberg has often voiced, deciding that, where, as here, the situation was essentially a management problem, there was no role for the Senate.

Executive Vice President for Academic Affairs Donald R. Lehman briefed the Senate on results of a study of the index under discussion, which was undertaken by Professor Parviz Ansari, an American Council on Education fellow at GW this year. The chart taken from the Chronicle is developed from data from the original 32 founding institutions of the ARL, and from this data a multiple regression equation is derived. These institutions define the scale relative to the rankings, and a 5 parameter formula plus a constant is used to place other institutions in rank order. Professor Ansari is preparing a report, which is almost finished, which will give a much clearer picture of where Gelman Library stands comparatively, once data relative to the Law and Medical libraries are removed. Vice President Lehman said he hoped to be able to finalize and distribute this report within a couple of weeks.

Professor Simon said he realized that the Chronicle chart was derived from some arcane index, but he said it struck him that Georgetown University, ranked 59, lists about \$1.6 million more in its total expenditures, or about 8% more than the GW Libraries, but it has approximately 30% more volumes and about 133% more serials. The number of

permanent staff – 211 -- is comparable to GW's, and it is puzzling that GW's holdings are so meager in comparison.

President Trachtenberg called on Vice President for Advancement Laurel Price Jones, who observed that many gifts given in support of library operations are not to its endowment, but to fund current operations. A gift to current use funds is equivalent to twenty times that amount if it were placed in the endowment and a portion paid out each year. The Vice President suggested that the Resolution be amended to include fundraising for current use funds.

Professor Griffith moved that the third Resolving Clause of the Resolution be amended to add the words, "both funds for current use and" following the word "increase" in the third Resolving Clause, and the motion was seconded. President Trachtenberg called for a vote on the amended Resolution, and it was adopted by unanimous vote. (Resolution 05/7, as amended, is attached.)

INTRODUCTION OF RESOLUTIONS

On behalf of the Faculty Senate Executive Committee, Professor Lilien F. Robinson, Chair, introduced Resolution 05/8 with the request that it be approved by the required two-thirds vote of the Senate for consideration at the meeting. The motion was seconded, a vote was taken, and the motion was adopted. Professor Robinson then yielded the floor to Professor William B. Griffith, Chair of the Senate Fiscal Planning and Budget Committee (FP&B) who had agreed to speak to the Resolution in lieu of his Report scheduled as a later agenda item.

RESOLUTION 05/8, "A RESOLUTION REGARDING THE UNIVERSITY BUDGET FOR FY 07"

Professor William B. Griffith distributed a brief chronology on recent budget discussions [the chronology is attached] and began by identifying the other four faculty representatives serving as members of the Budget Working Group. They are: Professors Joseph Cordes, Edward Cherian, Roger Lang, also from the Fiscal Planning and Budgeting Committee; and Donald Parsons, Chair of Economics.

The chronology details budget discussions beginning with the Senate's adoption of Resolution 04/7 in January, 2005, which recommended improved timing of the budget cycle to permit better consultation with faculty, and ends with the third meeting of the Budget Working Group established in March, 2006. This group, which is co-chaired by Executive Vice President and Treasurer Louis Katz and Executive Vice President for Academic Affairs Lehman includes the five faculty representatives listed above. At the last meeting of the Budget Working Group, the faculty representatives presented a proposal to reduce the FY 07 budget "gap" of \$8.2 million, the provisions of which have served to a large extent as the basis for the clauses of Resolution 05/8.

Professor Griffith advised that during the Budget Working Group's discussions, Vice President Katz had proposed that the gap for FY 07, as well as projected gaps for FY 08, and FY 09 [a total projected gap of \$12 million] be closed by cutting operating expenses as

follows: \$4 million would come from the academic side of the University, \$4 million from the capital and debt service budgets, and a remaining \$4 million, without specifying how these cuts would be made, would be taken from the budgets of the Senior Vice President for Student and Academic Support Services and the Executive Vice President and Treasurer.

By contrast, faculty representatives to the Budget Working Group proposed that the gap be closed without budget reductions to the academic programs of the University. The academic side of the University has been under tremendous pressure because of rising enrollments and very slow increases in faculty resources. Money in the academic budget has also been reallocated to fund strategic initiatives, leaving regular academic programs hard pressed to meet their basic needs.

In order to close the gap of \$8.2 million for FY 07 [rather than the projected long-term gap of \$12 million] faculty representatives recommended that \$5 million be saved by reducing projected transfers of funds from the operating budget to the budget for capital expenditures and debt service. As the University has made some \$6 million in discretionary principal payments on debt which was not mandated by the note agreements, this seems a likely source of funds. Faculty representatives also recommended that an additional \$.5 million in net revenues be obtained from auxiliaries, which Vice President Katz had indicated he thought could be done. The remaining gap would be closed by reductions in expenditures in administrative offices reporting to the Executive Vice President and Treasurer and the Senior Vice President for Student and Academic Support Services, which could include possible reductions in the discount rate for incoming students.

Professor Griffith noted that as these budget discussions have taken place, more extensive information has been provided than previously, with the result that the University's budget process is now more transparent than before. He then discussed in some detail how transfers are made during the fiscal year from operating revenues to the capital and debt service budgets, so that the resulting expenditures in the latter accounts are much greater than are shown in the initial budget lines. For example, the interest rate for debt service is usually budgeted at a considerably higher level than actually expected, and the savings from this budget account, usually running to several millions, as well as funds from a separate account called "interest rate reserve" (\$1.9 m, always budgeted but never used for that) are then redirected into the capital accounts. Similarly, when revenues from bad-debt collection recently improved, those monies were also sent to the capital budgets. Another example he mentioned were the interest returns from internal loans the University makes to various units to initiate capital projects, which were recycled into the capital accounts rather than made available to the operating budget. In effect, every bit of "loose change" as he put it, is devoted to capital, rather than operating, purposes. Professor Griffith also noted that a considerable amount of money is expended on merit-based student financial aid, in addition to that spent on need-based aid.

Discussion followed by Professors Cordes and Griffith on the University's strategy of financing projects with internal funds. This is not a bad strategy, but the question is whether or not the University can keep doing this at the same rate in the future without adverse consequences. Vice President Lehman explained that the total required payment on debt service in FY 05 was approximately \$30 million, but the total amount actually paid amounted to some \$50 million. In future years, because the gap between the budgeted

interest rate and the actual interest rate at which the University is able to borrow funds has narrowed, the amount of money that can be redirected in this particular way will be reduced to something on the order of \$6 million this year, and \$3 million next year. This is part of a strategy on the part of the University to pay down debt as quickly as possible in order to preserve its borrowing capacity for the future.

President Trachtenberg said he thought that every well-managed organization ought to have a healthy conversation of this sort about its budget on a periodic basis. Professor Griffith pointed out that continuation of information sharing about the budget in the future was a key component of Resolution 05/8.

Further discussion followed between Professors Englander, Cordes, and Griffith on the capital budget and debt service. Professor Cordes noted that, obviously, contractually obligated principal and interest payments must be made, but there are a number of other mechanisms in the budget, particularly in below the line items not well understood previously, that in effect take additional sums from the operating budget and put them into the capital budget for a variety of uses. The key issue is what kinds of choices the University is making, and what tradeoffs are involved in these. A discussion between Professors Mueller, Griffith, and Cordes ensued about the provisions of Resolution 05/8. Professor Cordes summed up by saying that, as the educational enterprise is the heart of the University, it would be highly desirable not to cut academic programs further. The core issues are balancing the University's priorities, and continuing the conversation about the budget that has begun this year.

There being no further discussion, the question was called, a vote was taken, and Resolution 05/8 was adopted by unanimous vote. (Resolution 05/8 and the Budget Chronology are attached.)

REPORT BY FACULTY REPRESENTATIVES ON THE WORK OF THE 4 X 4 CURRICULUM TASK FORCE

Senate member Robert W. Rycroft, one of the four members of the 4x4 Task Force, distributed a copy of the Report, and closely followed its outline. The Report is reproduced in the minutes below.

THE UNIVERSITY 4X4 TASK FORCE:
STATUS REPORT TO THE G.W.U. FACULTY SENATE
(Ed Cherian, Bob Dunn, Roger Lang, Bob Rycroft)
April 14, 2006

Introduction and Background

The University 4x4 Task Force, formed in April 2005, has thus far held 17 two-hour meetings, in addition to other sub-committee meetings. The charge to the Task Force members, as stated in the formation memo of March 16, 2005, is to "...work with me (EVP Lehman) on an in-depth analysis of the pros and cons of shifting GW's Undergraduate education curricula from a 5x3 course structure to a 4x4 course structure."

The Task Force chaired by Executive Vice President Lehman, currently consists of 25 members, including faculty, administration officers and staff, and three students. The original membership was enlarged from 22 by the addition of two administrative appointees, another student, and an additional Dean's appointee. One faculty member (Michael Feldman) recently withdrew.

The issue of conversion to a 4x4 curriculum for undergraduates has been studied twice before: the Four by Four Curriculum Study Project (1992) and the Alternative Academic Calendar Study (2003), and twice rejected by the faculty.

Until yesterday (April 13) we were operating on the assumption that the last scheduled meeting of the Task Force would be on April 21, at which time EVP Lehman had scheduled a vote on various goals and scenarios for 4x4 implementation (more on this below).

The 4x4 Issue

A 4x4 curriculum for undergraduates requires each student to take four four-credit hour courses per semester, for a total of 32 courses in four years (128 credit hours), as opposed to GWU's current 5x3 curriculum model of 40 three-credit courses (120 credit hours) for the undergraduate curriculum. There is a 20 percent reduction in the number of required courses in a 4x4 curriculum model, which is purportedly a way of getting students to focus more on a fewer number of courses, resulting in greater academic achievement.

In reviewing the experience of universities which adopted the 4x4 model, it is evident that there is no "pure form." There are in fact numerous variations on how the 4x4 has been implemented. For example, at universities with 4x4 models:

- Only some have converted the undergraduate courses, while others have converted both graduate and undergraduate curricula;
- Only some schools within a given university have converted to 4x4, while others have maintained a 5x3 format;
- Some schools within a university converted to 4x4 as long as 10 years after other schools within the same university adopted 4x4;
- Some universities offer a variety of 2, 3, 4, and 5-credit courses and purport to be a 4x4 school;
- There are a variety of "seat-time" models for four-credit courses.

Several universities, including some in the "Ivy League," have adopted a 4x4 curriculum; however, there are no data available to substantiate any improvements in student achievements. There are, however, substantial cost savings that are possible through reduced faculty needs if four-hour courses are offered with class seat time equivalent to three-credit hour courses.

Task Force Deliberations

The agenda for Task Force meetings and the meeting discussions and minutes are controlled by EVP Lehman. The Task Force has followed a deliberate agenda in an attempt

to cover all the issues of a 4x4 implementation initially brought out by discussion. The issues were categorized as pertaining to:

- Faculty
- Students
- Administration and Staff
- Resources

The Task Force spent numerous hours discussing the first three issues in detail, but only some 30 minutes recently discussing the cost implications (the Resource issue).

Presentations were made to the Task Force by representatives of various groups, including:

- GWU Honors Program
- University Writing Program
- DC Community Research and Learning Network Program
- Northeastern University Vice President

Task Force members visited eight universities, seven of which had implemented 4x4 programs. Reports on these trips are available, and present a very mixed picture of success, motivation, and degree of implementation. Data from ten other universities were also presented for review.

The Task Force was presented with numerous reports and documents, and books to review. Members of the Task Force were also asked to respond to two written "home work" assignments. Data on GWU student enrollments, retention, class size, faculty teaching loads, and grade inflation were also made available to Task Force members.

Major Faculty Issues in Implementing a 4x4 Curriculum

EVP Lehman has stated, more than once, that his purpose in addressing the 4x4 issue (again) stems from the University's Strategic Plan for Academic Excellence, which includes the need to "enhance student engagement and learning through academic challenge and a rigorous intellectual environment that permeates every aspect of student life." President Trachtenberg, on the other hand, recently stated that he directed EVP Lehman to form the 4x4 Task Force because of the need to reduce the cost of higher education—specifically faculty costs (Faculty Assembly, October 31, 2005).

There are numerous major and minor issues associated with the implementation of any major curriculum change. In the case of a move to a 4x4 model for undergraduate education at GWU, some of the major issues are:

- Will the 4x4 really provide the enhanced student engagement sought by this change?
- Will the faculty respond and truly modify curriculum and teach four-credit hour courses?

- Assuming a reduction in seat-time for four-credit hour courses to the three-credit hour level (2.5 hours per week), can there be sufficient “outside class” work to justify the reduced seat time?
- Will faculty course loads change? Will there be a reduction in faculty (full-time and part-time) numbers?
- Will graduate programs follow the undergraduate program in such a revision?
- Will individual School elections for adoption of the 4x4 (instead of University-wide) be counter-effective in implementation?
- Will the inevitable reduction (almost elimination some say) in elective courses lead to a narrow education for GWU students?
- Can we successfully handle transfer credit and combination bachelor/master programs?
- How large a reduction in research productivity will accompany a transition to 4x4?
- What will be the impact on dual majors and Study Abroad programs?
- What will be the distribution of the substantial cost savings resulting from the implementation of 4x4?

Our Major Findings

The faculty members selected by the Faculty Senate for the 4x4 Task Force offer the following summary of major findings:

1) Student Engagement and Academic Rigor. We have been convinced by these deliberations that an increase in student engagement and academic rigor for GWU students is called for. The goal of increasing academic excellence can be addressed within the existing 5x3 curriculum structure. There is a need to restructure virtually all our curricula with a focus on learning outcomes; a difficult change that will take time, resources, and detailed assistance in the process.

There is also a need to change the student recruiting emphasis; academics must be first—before location and other opportunities. We need to attract the right students as well; we need the GWU identity to be that of a “top tier” school, not just one that happens to be located in Washington. We can’t have it both ways.

These changes represent modifications in organizational culture, perhaps the most difficult modifications to successfully implement.

2) The 4x4 solution. As has been stated many times in Task Force deliberations, we believe the 4x4 is a solution looking for a problem. There is no proof whatsoever that a 4x4 implementation will result in improved student engagement. Nor is there any evidence that 4x4 will induce students to divide their time differently between classes and the city. The reduced class time per credit hour proposed and reduced breadth of courses offered under 4x4 clearly offer an inferior educational experience; profitable for the University, but inferior academically. If the issue we are addressing is student engagement and academic rigor, we believe it can and should be addressed without a change to 4x4. However, it is possible that a thorough assessment of possible changes in the curriculum might lead to the adoption of

part or all of a 4x4 format. But we should not go to 4x4 before making serious curricular changes. And the changed curriculum must go to the faculty before any elements of the 4x4 are adopted. Although elements of 4x4 might make sense when coupled with curricular change, it would be a useless and expensive nuisance without such change.

The Next Steps

The latest plan is that on May 5 the Task Force will "discuss and vote on recommendations from our work" to "delineate the recommendations that we consider making." Later a report is to be prepared, followed by iterations of critique, input and suggestions leading to a "consensus document" distributed to the GW community. It is not at all clear that the Task Force will have an opportunity to vote on the 4x4 proposal itself—something we have been repeatedly assured would take place. It is absolutely essential that there be an opportunity for the Task Force and school faculty to vote on the concept of a 4x4 curriculum. A more immediate concern is that the end of the academic year is in sight. This process should not be carried over into the summer period, when the Faculty Senate and its representatives can't participate.

Professor Rycroft summed up by saying that faculty representatives to the Task Force are just about convinced that adoption of a 4x4 curriculum would be unwise. While student engagement is an important issue which needs attention, the case has not been made for adopting a 4x4 curriculum, particularly since there is no demonstrated connection between such a curriculum change and the goals of academic challenge and student engagement. In conclusion, Professor Rycroft reiterated that the group is not sure an up or down vote will be taken recommending (or not) the 4x4 curriculum itself. He added that he thought the Senate ought to be very conscious of the fact, and focused on the fact, that faculty representatives believe strongly such a vote should be taken, both in the Task Force and in the Senate on the issue of 4x4 as a specific option.

After reviewing the origin of the Task Force's work in the Strategic Plan for Academic Excellence, and some of the discussions held by the Task Force as it seeks to determine if adoption of a 4x4 curriculum can meet the key objective of enhancing student engagement, Vice President Lehman assured the Senate that a vote would be taken in the Task Force on a number of issues, including whether or not a 4x4 curriculum should replace the current 5x3 structure. Work is currently underway on examining the resource issue, and it is expected that the Task Force will issue a consensus report on its findings, which will be shared with the GW community.

Discussion followed between Professors Rycroft, Wilmarth, Zea, and Vice President Lehman on various aspects of the Task Force's work. President Trachtenberg said he thought that whether the University elects to adopt a 4x4 curriculum rather than 5x3, as he thought prudent, it would be a mistake to ignore GW's natural advantage and pretend that it is not located in Washington, D.C. When GW was a significantly lesser institution than it is today, people elected to come to GW because of its location. The enhancement of the academic environment at the University, in addition to its location, attracts a much richer mix of students than a focus on academics alone. Vice President Lehman said that, far from

turning its back on the University's location, the Task Force seeks to focus on creating greater connectivity between what students study and their experiences off campus.

Professor Robinson said that she understood that a draft report by the Task Force would be prepared over the summer and shared with the Schools and the Faculty Senate. Vice President Lehman affirmed this timetable. President Trachtenberg indicated that he had to leave to attend another meeting, and he asked Vice President Lehman to assume the Chair. Professor Rycroft said he and the other faculty representatives on the Task Force would welcome comments and questions from faculty members. Vice President Lehman thanked Professor Rycroft for his report.

PROPOSED STRATEGIC PLAN FOR THE HONORS PROGRAM

Executive Director of Undergraduate Honors, Fellowships and Research Grae Baxter thanked the Senate for the opportunity to present her report on a Friday afternoon with a very packed agenda. She added that she welcomed the opportunity to initiate with the Senate the conversation and collaboration that has begun with the individual schools, which will provide the Plan's ultimate design and academic content. She advised that Professor Leslie Jacobson, Chair of the Advisory Committee for the University Honors Program, could not be present due to a teaching commitment on Friday afternoons which could not be rescheduled.

Ms. Baxter briefly reviewed the origins of the Proposed Strategic Plan for the University Honors Program. The program is about 15 years old. Four years ago, then-director Peter Rollberg led an extensive self-study of the program. This study was followed by an academic program review by an internal faculty committee and then by a supplemental program review conducted by staff and members of the Advisory Committee. The latter review involved extensive student and honors faculty interviews and surveys, as well as researching undergraduate Honors Programs at comparable institutions. The result was a proposed Strategic Plan for the Honors Program, which was presented to Vice President Lehman in August, 2005. Since that time the proposal has been introduced to the deans of the five undergraduate schools, the Columbian College Council of Chairs, the Council of Associate Deans, and faculty representatives of the School of Engineering and Applied Science, the Business School, the School of Public Health and Health Services, and the Elliott School of International Affairs. Ms. Baxter briefly reviewed the Executive Summary extracted from the Proposed Strategic Plan for the Honors Program distributed with the agenda for the meeting. This describes a University Honors Program serving all of the undergraduate schools and is restricted to participation by a self-selected cohort of students numbering approximately 5% of the student body. The program will include a general education core of five 4-credit courses the first year, and four 4-credit courses in the second. The program for the last two years is also set forth in some detail in the Summary.

As a next step, the Honors Program staff and the Advisory Committee will continue to pursue their collaborations with the Schools. A number of Advisory Committee members have been identified to lead development of the Program's Proseminars, including Professor John Ziolkowski, who will lead the faculty team working on the Humanities Proseminar, Professor George Stevens on the Science Proseminar, Professor Sameh Badie on the Quantitative Analysis and Methods Proseminar, Professor Dina Khouri on the Social and

Behavioral Sciences, and Professor Leslie Jacobson, on the development of the Arts and Literature Proseminar. The individual schools will be asked to identify faculty interested in working with the Honors Program, with the plan that implementation of the Program will begin in Fall, 2007 for the incoming class. Students in the present Honors Program will be allowed to finish their work under the current Program.

Discussion followed by Professors Gupta, Cordes, Griffith, Kim-Renaud Robin, and Vice President Lehman about various aspects of the Honors Program proposal. Ms. Baxter confirmed that the blueprint for the program is intentionally broad, with details to be worked out in collaboration with the participating schools. As a University program, the Honors Program when finalized will be presented to the Faculty Senate for its approval. It is expected that the Program will require no infusion of new funds, but will be funded by reallocation of existing monies.

Vice President Lehman noted the declining number of applicants to the Honors Program over the past three years, at a time when incoming students are increasingly better qualified. Ms. Baxter said she thought two primary reasons for the decline were that students were no longer required to participate in the Program as a condition of receiving scholarships, and also the fact that participants no longer have the opportunity for priority registration. This has left a core of students enrolled in the Program because they value the intellectual experiences offered.

In conclusion, Ms. Baxter invited Senate members to share their thoughts and comments with her, Professor Jacobson, or other members of the Advisory Committee. The Program needs the faculty's creativity and ideas, so that the highest academic aspirations can be put to good use in the Honors Program. (The Executive Summary is attached.)

REPORT ON CLASSROOM SCHEDULING FOR THE FALL SEMESTER, 2006

Registrar Elizabeth A. Amundson noted for the record that the Report which she was about to give concerned classroom scheduling for the fall semester, 2006, rather than fall 2007. (The Report is attached.) The Registrar told the Senate that scheduling for fall '06 [which began on March 31, 2006] was the first semester that the centralized scheduling initiatives that were adopted from the recommendations of the Faculty Senate Task Force on Classroom Scheduling had been implemented. As reflected in the Report which she distributed at the meeting (the Report is attached), of approximately 3500 course sections, the initial room placement rate was over 97%, and the 78 Foggy Bottom courses that could not be placed initially were relatively equally distributed between six schools in a limited number of timebands. The Report also describes how problems with classes lacking room assignments were resolved. In particular, the Registrar's Office was able to offer viable options for placing the unassigned classes, rather than asking the Schools to request a new timeband or location, which has in the past led to frustration when these "blind" requests could not be met and repeated requests had to be made.

Among concerns about classroom scheduling listed in the Report are lack of compliance with deadlines, late submission of changes, cancellations and additions to the schedule, and functional scheduling liaisons in the schools. While the report notes that the Task Force recommendations adopted called for the appointment of a scheduling liaison at

the assistant or associate dean level and each school made such an appointment, in all but one school, the Scheduling Office is actually working with staff at much lower levels who lack the authority to carry out the required tasks. In addition, the R25 hardware and software which has been acquired to run the schedule continues to present problems in that it runs slowly and the transactional interface between it and Banner has been limited to a uni-directional process. The Registrar said she hoped that a newer version of the software issued in March, 2006, would help to resolve this issue.

In summary, many fewer assigned classes remain after improvements recommended by the Task Force have been implemented, and fewer registration problems have been encountered by GW students. While there is still room for improvement, significant progress has been made.

Discussion followed by Professors Garris, Gupta, and Marotta concerned the long lead time needed to request equipment, the Spring '07 schedule, the call for which has just been submitted to the schools, and utilization of the Grant School on G Street, where there have been instances where classes were moved without advance notice to instructors. The Registrar promised to look into the latter as her staff always tries to work with scheduling liaisons in the schools so that no instructional time is lost because classroom assignments have been changed with proper notice to instructors.

Professor Griffith asked when Monroe Hall and the Hall of Government would come back on line for classroom use, and Vice President Lehman said this was scheduled for Fall, 2007.

GENERAL BUSINESS

I. NOMINATION FOR ELECTION OF MEMBERS OF THE EXECUTIVE COMMITTEE FOR THE 2006-07 SESSION

Professor Philip W. Wirtz, Convener of the Nominating Committee, thanked all of the Committee members for their hard work in bringing together the slate of nominees for next year's Executive Committee. On behalf of the Nominating Committee, Professor Wirtz moved the nomination of Professor Lilien F. Robinson (CCAS) as Chair of the Executive Committee. The nomination was approved. Professor Wirtz then moved the nominations of the following faculty members for election to the Executive Committee for the 2006-07 Session: Brian L. Biles (SPHHS), Michael S. Castleberry (GSEHD), Ernest J. Englander (SB), Charles A. Garris, Jr. (SEAS), Robert W. Rycroft (ESIA), Gary L. Simon (SMHS), and Arthur E. Wilmarth, Jr. (GWLS). The entire slate was approved.

II. NOMINATION FOR ELECTION OF NOMINEES TO THE DISPUTE RESOLUTION COMMITTEE

On behalf of the Executive Committee, Professor Robinson moved the nomination of Professor Kurt J. Darr as Chair for a one-year term commencing May 1, 2006. The nomination was approved. Professor Robinson then moved the nominations for election of the following faculty members to the Dispute Resolution Committee for three-year terms

commencing May 1, 2006: Professors Ravi S. Achrol, Brian L. Biles, Patrick Cook, and Milos Doroslovacki. The entire slate was approved.

III. NOMINEES FOR APPOINTMENT BY THE PRESIDENT TO THE FOLLOWING ADMINISTRATIVE COMMITTEES

On behalf of the Executive Committee, Professor Robinson moved the nomination for election of the following faculty members for appointment by the President to the following Administrative Committees: Committee on the Judicial System (for a two-year term): Michael S. Castleberry, Chair; University Hearing Board: Professors Katherine Goodrich and David Truncellito; Marvin Center Program Board: Professor Stuart Umpleby; Marvin Center Governing Board: Professors Bradley Sabelli, Stephen McGraw, Julie Ryan, and Catherine Turley. The entire slate was approved.

ANNUAL REPORTS OF SENATE STANDING COMMITTEES

Professor Ralph O. Mueller, Chair of the Educational Policy Committee, submitted the Annual Report of the Committee for inclusion with the minutes of the meeting. (The Report is attached.)

REPORT OF THE EXECUTIVE COMMITTEE

Professor Robinson presented the Report of the Executive Committee, which is enclosed.

BRIEF STATEMENTS (AND QUESTIONS)

Professor Englander asked if there is still a Faculty Committee on Technology he could consult, as he is experiencing a problem with Blackboard where e-mails sent out disappear into the ether. Vice President Lehman responded that Geralyn Schulz of Speech and Hearing is the Chair of the Academic Technologies Committee, which meets monthly. She would be the person to put such an issue on the Committee's agenda. Vice President Lehman noted that all of the schools have elected or appointed faculty members to this Committee, but unfortunately, attendance is poor and thus the Committee does not learn of such issues as it should.

Vice President Lehman reported that the Search Committee to find a new Dean for the Columbian College of Arts and Sciences has now been elected and would hold its first meeting in two weeks.

Professor Gallo reported that representatives of the Physical Facilities Committee had met with Executive Vice President and Treasurer Louis Katz and Associate Vice President Eve Dubrow and presented them with a number of facilities issues that are in need of attention. Both of them have been responsive to the representative's concerns. Professor Gallo asked if faculty members had received an Email from AVP Dubrow which included contact information and phone numbers so that people would know what to do in order to get a facilities problem resolved. Professor Gallo inquired if all Senate members had received this communication, and all said that they had.

ADJOURNMENT

There being no further business before the Senate, and upon motion made and seconded, the meeting was adjourned at 5:10 p.m.

Elizabeth A. Amundson

Elizabeth A. Amundson
Secretary

A RESOLUTION ON LIBRARY ENDOWMENT FUNDS(05/7)

- Whereas, The George Washington University aspires to “move solidly into the ranks of first-tier educational institutions” (Strategic Plan for Academic Excellence, Goal 1); and
- Whereas, the University further seeks to “strengthen GW’s infrastructure, including the University’s libraries” (Goal 5); and
- Whereas, neither goal can be attained without first-tier library resources; and
- Whereas, both endowments and university allocations are vital sources of funding for the libraries; and
- Whereas, funding for the Gelman Library System from both endowments and university allocations are significantly lower than libraries at peer institutions (see attachment # 1); and
- Whereas, surveys of faculty and students have consistently shown dissatisfaction with the depth and breadth of the collection of the Gelman Library (see attachment # 2 for faculty responses); and
- Whereas, it is in the interest of the Faculty Senate and the University that library resources available for research and instruction be of the highest quality;
NOW THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

1. That the University Administration request that the University Librarian provide a 5-year plan through which, by gradual increases in the library collection budget beginning in FY 2008, the collection budget will reach a level equal to the mean level of ARL libraries in GW’s market basket group; and
2. That the University Administration prepare an annual report for the Faculty Senate on its progress in meeting the goals set out in the 5-year plan provided by the University Librarian; and
3. That the University Administration further makes the Gelman Library System a high priority in fundraising in order to increase both funds for current use and the endowment for it so as to help meet the goals set out in Resolving Clause 1.

Faculty Senate Committee on Libraries
March 31, 2006

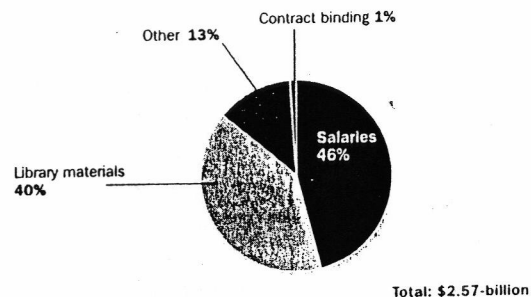
Adopted, as amended, April 14, 2006

Holdings of University Research Libraries in U.S. and Canada, 2003-4

	2003-4						1998-99
	Volumes in library	Volumes added	Current serials	Total expenditures ¹	Permanent staff ²	Rank ³	rank ⁴
Harvard U.	15,391,906	302,173	100,009	\$100,892,145	1,137	1	1
Yale U.	11,389,504	280,572	66,867	65,212,582	604	2	2
U. of Toronto	10,032,197	230,073	62,023	47,556,426	539	3	4
U. of California at Berkeley	9,812,997	200,310	79,394	53,263,903	426	4	5
U. of California at Los Angeles	7,988,925	168,335	78,171	47,691,633	432	5	6
U. of Illinois at Urbana-Champaign	10,191,895	178,221	89,444	33,557,443	400	6	8
Columbia U.	8,650,258	162,166	65,650	46,200,379	479	7	9
U. of Michigan	7,958,145	171,154	67,554	46,737,671	475	8	7
Cornell U. ⁴	7,365,268	171,803	72,788	42,560,694	433	9	10
U. of Texas	8,482,207	174,190	48,096	36,316,124	436	10	11
U. of Wisconsin	7,807,097	126,373	55,164	39,251,812	402	11	16
Indiana U.	6,770,498	145,288	70,370	32,340,522	362	12	15
U. of Washington	6,546,072	186,227	48,269	34,780,704	351	13	12
Pennsylvania State U. ⁴	4,975,339	98,771	58,459	40,610,081	527	14	13
Princeton U.	6,373,184	154,045	44,634	35,256,274	354	15	17
U. of North Carolina	5,601,436	120,688	52,454	29,619,061	339	16	18
New York U.	4,642,734	126,576	49,044	34,462,180	344	17	23
U. of Chicago	7,124,379	156,259	41,790	27,878,919	243	18	20
U. of Minnesota	6,374,293	130,964	35,801	31,640,604	298	19	14
U. of Pennsylvania	5,473,472	112,214	42,031	32,130,433	291	20	19
Ohio State U.	5,809,505	145,968	55,561	28,509,784	280	21	21
U. of British Columbia	5,207,841	111,213	48,430	25,964,851	312	22	31
U. of Pittsburgh ⁴	4,640,279	147,594	44,924	25,664,536	291	23	29
U. of Virginia	4,987,437	82,997	52,192	29,354,994	309	24	22
Duke U.	5,471,919	115,778	33,934	30,156,928	299	25	24
U. of Iowa	4,474,826	138,899	50,675	24,118,906	235	26	26
North Carolina State U.	3,389,517	160,830	54,799	25,042,984	233	27	35
U. of Alberta	6,011,574	89,221	40,328	24,105,116	295	28	30
Rutgers U. ⁴	4,107,538	80,462	41,942	29,564,707	345	29	25
U. of Arizona	5,201,065	104,508	36,060	27,064,875	259	30	27
U. of Georgia	4,028,611	82,420	67,268	21,544,004	268	31	28
Northwestern U. ⁴	4,545,038	100,317	39,944	25,630,720	254	32	32
Texas A&M U. ⁴	3,310,840	92,518	49,197	25,842,504	261	33	34
Emory U. ⁴	2,935,654	88,469	53,602	27,797,992	256	34	43
Johns Hopkins U. ⁴	3,606,254	62,142	50,097	28,165,251	292	35	40
Arizona State U. ⁴	4,058,675	81,631	34,482	24,614,964	288	36	36
Washington U. in St. Louis	3,647,459	60,850	47,266	29,416,653	238	37	44
U. of Florida ⁴	4,075,290	85,371	25,330	25,112,380	320	38	33
Michigan State U.	4,747,959	71,996	37,880	22,557,590	204	39	41
U. of Utah	3,185,910	68,199	40,753	22,230,041	266	40	45
U. of California at San Diego	3,071,461	75,716	30,461	25,945,519	282	41	46
U. of Kansas ⁴	4,039,645	72,518	41,830	19,076,650	215	42	42
U. of Montreal	3,047,014	61,822	29,188	21,949,251	382	43	n/a
Brigham Young U.	3,538,205	101,287	27,161	22,382,454	175	44	81
U. of Tennessee ⁴	2,920,485	58,394	42,230	20,933,676	232	45	61
U. of California at Davis	3,424,040	65,012	36,647	19,557,745	218	46	38
U. of Cincinnati	3,050,113	87,357	39,787	19,502,676	168	47	56
U. of Miami	2,515,732	68,540	43,939	19,986,430	205	48	78
McGill U. ⁴	3,515,795	100,375	17,900	21,475,347	230	49	57
U. of Maryland	3,082,973	69,910	33,438	20,033,947	208	50	39
Florida State U. ⁴	2,874,988	92,637	38,271	13,697,817	196	51	87
State U. of New York at Buffalo	3,360,036	61,241	34,126	18,720,435	185	52	54
Vanderbilt U.	2,964,214	67,296	28,754	20,048,886	210	53	53
U. of Oklahoma ⁴	4,736,213	66,488	31,325	17,232,008	147	54	70
U. of Connecticut ⁴	3,211,431	51,464	37,621	23,488,601	159	55	48
U. of Kentucky	3,092,616	58,371	29,633	19,270,355	216	56	49
Texas Tech U. ⁴	2,399,479	51,904	44,327	18,527,587	212	57	63
U. of Notre Dame	3,122,187	76,471	22,377	18,764,762	218	58	51
Georgetown U.	2,407,125	66,659	28,173	22,184,204	211	59	47
U. of California at Santa Barbara	2,818,424	55,107	38,223	18,208,284	187	60	69
Laval U.	2,658,127	91,134	27,952	14,454,499	215	61	92
Louisiana State U.	3,315,748	55,884	58,918	12,790,170	142	62	66
Boston U.	2,396,362	56,230	34,214	19,977,770	198	63	59
U. of Colorado	3,484,982	86,270	20,677	18,390,430	160	64	52
U. of California at Irvine	2,398,455	74,436	25,464	18,542,297	203	65	73
U. of South Carolina	3,436,445	63,439	24,152	17,271,058	182	66	50
Dartmouth College	2,434,788	50,810	37,893	18,807,974	175	67	77
U. of Hawaii	3,356,031	74,036	29,679	14,786,274	150	68	64
U. of New Mexico	2,627,815	67,615	14,901	19,396,595	251	69	55
Oklahoma State U. ⁴	2,572,044	77,050	41,608	12,883,426	134	70	58
U. of Southern California	3,354,954	57,616	16,999	21,788,025	174	71	37
Massachusetts Institute of Technology	2,741,944	50,289	22,312	19,953,776	191	72	68
Wayne State U.	3,348,242	35,799	20,940	21,297,891	194	73	60
Southern Illinois U.	2,840,324	47,704	40,588	14,220,244	145	74	99
U. of Western Ontario	3,056,875	37,758	38,517	14,382,653	169	75	83
Purdue U.	2,459,943	54,003	20,829	17,745,361	219	76	75
U. of Illinois at Chicago	2,236,632	44,089	31,236	15,603,117	215	77	65
Boston College	2,076,844	58,755	32,936	16,588,659	157	78	n/a
Iowa State U.	2,416,670	52,692	33,914	16,076,113	147	79	84
Brown U.	3,305,324	48,600	18,149	17,504,112	179	80	71
U. of Rochester	3,370,854	43,358	22,770	16,324,549	158	81	88
Ohio U. ⁴	2,550,511	85,974	25,557	12,445,639	139	82	72
U. of Missouri	3,205,927	60,290	19,746	14,231,832	165	83	62
Georgia U.	3,126,064	42,117	20,940	14,444,432	208	84	86

	2003-4						1998-99
	Volumes in library	Volumes added	Current serials	Total expenditures ¹	Permanent staff ²	Rank ³	rank ⁴
U. of Nebraska at Lincoln	2,807,194	47,806	31,571	\$13,446,172	153	85	67
U. of Houston	2,256,863	63,906	22,052	15,650,925	162	86	100
Temple U. ⁴	2,971,988	48,287	23,567	14,619,227	152	87	85
U. of Louisville ⁴	1,950,624	60,513	24,872	17,319,156	141	88	n/a
Auburn U.	2,767,765	47,258	39,318	12,518,579	109	89	91
U. of Alabama	2,465,217	47,603	31,199	13,248,722	135	90	96
George Washington U.	2,129,332	54,518	12,005	20,547,370	213	91	74
U. of Massachusetts	3,158,359	32,688	37,716	11,654,629	126	92	79
Queen's U. (Ontario)	2,410,869	49,097	21,092	13,312,409	155	93	104
U. of California at Riverside	2,305,526	53,954	23,783	12,069,545	140	94	102
State U. of New York at Albany	2,064,576	40,752	34,486	12,236,201	131	95	101
York U. (Ontario) ⁴	2,476,701	56,411	10,965	17,445,868	171	96	76
Washington State U. ⁴	2,193,803	36,548	30,936	12,775,271	142	97	82
Colorado State U.	1,967,035	83,905	16,505	16,098,539	109	98	98
Tulane U. ⁴	2,403,728	51,814	16,588	13,262,398	160	99	95
U. of Oregon	2,636,234	38,956	18,180	14,294,319	151	100	80
U. of Manitoba	2,025,342	40,484	15,809	14,806,890	196	101	107
Virginia Tech	2,210,645	40,648	30,072	11,687,071	126	102	93
Kent State U. ⁴	2,667,683	56,368	14,602	12,821,827	128	103	97
Rice U.	2,394,131	52,497	16,013	14,266,058	123	104	94
U. of Delaware	2,623,554	40,445	12,476	14,828,278	164	105	90
U. of Saskatchewan	1,950,582	64,404	15,509	11,286,852	153	106	106
Georgia Institute of Technology	2,370,825	45,909	26,068	10,622,028	109	107	103
Case Western Reserve U.	2,452,731	32,503	20,678	13,988,420	113	108	105
State U. of New York at Stony Brook	2,192,704	26,551	29,091	12,383,254	115	109	108
McMaster U.	1,968,166	34,542	20,401	11,383,561	142	110	110
U. of Waterloo	1,992,700	25,744	16,689	11,395,352	136	111	109
Howard U.	2,194,804	33,410	10,122	10,191,433	119	112	89
U. of Guelph ⁴	1,555,385	28,797	12,505	9,179,417	117	113	111

Operating Expenditures



Changes in Spending, 1998-99 to 2003-4

Institutions with the largest increases in total expenditures:

	Change
McGill U.	+65.0%
U. of Alberta	+62.3
Laval U.	+61.5
U. of Miami	+55.7
U. of Tennessee	+55.3
York U. (Ontario)	+55.2
Colorado State U.	+53.8
Yale U.	+52.4
Brigham Young U.	+50.8
U. of Manitoba	+50.5
U. of Guelph	+50.5
Dartmouth College	+48.3
U. of Waterloo	+47.9
U. of Oklahoma	+46.3
Massachusetts Institute of Technology	+45.5

Institutions where total expenditures fell or increased the least:

	Change
Howard U.	-29.8%
U. of Southern California	-12.4
U. of Illinois at Chicago	-0.2
U. of Massachusetts	+0.1
U. of California at Davis	+1.7
U. of South Carolina	+2.1
Virginia Tech	+3.5
U. of Georgia	+5.6
U. of Utah	+5.9
U. of Minnesota	+6.5
U. of Connecticut	+7.6
U. of Pennsylvania	+8.0
Washington State U.	+8.5
U. of Kentucky	+8.6
U. of New Mexico	+9.7

Note: This table is limited to university libraries that are members of the Association of Research Libraries. The table omits Stanford University, which dropped out of the association in January 2004. Figures cover main campuses only, unless a branch campus is indicated. The table omits footnotes qualifying some of the data. For more information, visit <http://www.arl.org>

¹ Figures for Canadian libraries are expressed in U.S. dollars.

² Includes the full-time equivalent number of professional and support workers.

³ Based on an index developed by the Association of Research Libraries to measure the relative size of university libraries. The index takes into account the number of volumes held, number of volumes added during the previous fiscal year, number of current serials, total operating expenditures, and size of "permanent" staff, a figure that includes professional and support workers and excludes student assistants. The index does not measure a library's services, the quality of its collections, or its success in meeting the needs of users.

⁴ Includes branches as well as the main institution.

n/a not available

Introduced at the Faculty Senate meeting on April 14, 2006

A RESOLUTION REGARDING THE UNIVERSITY BUDGET FOR FY 07 (05/8)

WHEREAS,

Current University budget projections estimate a "gap" between revenues and expenses of \$8.2m for FY 07 and slightly larger gaps for FY 08 AND FY 09, indicating that the University is currently on an unsustainable path; and

WHEREAS,

These gaps have been the subject of intense and helpful discussions between the Faculty Senate and Administrative Officers; and

WHEREAS,

It seems appropriate to focus on closing the gap for FY 07, where the estimates are less speculative than for later years, noting that the gap is small relative to the total University revenue budget of some \$467m; and

WHEREAS,

There are a number of options for closing this gap, including devising enhanced revenues and/or changes in assumed/projected expenditures in different areas, including capital expenditures, general administrative expenses, student financial aid, and academic programs; and

WHEREAS,

The University faculty is deeply committed to improving or at least maintaining the quality of education provided to University students, and is troubled by recent trends in full-time faculty resources growing at a much slower rate(17%) than enrollments (60% for undergraduates) over the last ten years; and

WHEREAS,

Additional reductions in support for academic programs in FY 07 would inevitably lead to a reduction in the quality of education for University students, especially undergraduate students; and

WHEREAS,

Current projected transfers from the operating budget to capital expenditures and debt service for FY 07 exceed the amounts required by current University commitments,
NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

1. That the revenue/expense gap in the University budget for FY 07 should be closed without a reduction in support for academic programs, and
2. That non-academic cuts in expenses by which the gap in the University budget for FY 07 may be closed include:
 - A. Reducing projected transfer of funds from current revenues to capital spending and debt service by \$5 m
 - B. Deriving another \$3.2 m from:
 - 1) reductions in expenditures in Administrative Offices reporting to the Executive Vice President and Treasurer, and from
 - 2) increasing net revenues from Auxiliary Services
 - 3) reducing projected expenditures in the Office Student and Academic Support Services, including possible reductions in the discount rate for incoming students
3. That the projected university budget gaps for FY 08 AND FY 09 should be addressed:
 - Beginning in May 2006, by a budget process that includes full and active participation by representatives of the faculty designated by the Faculty Senate
 - Such process should include, starting in October, 2006 and continuing thereafter on a regular basis, reports to the Faculty Senate by the faculty representatives and the University Administration, covering both the status of the University budget for future years and the advantages and disadvantages of possible options to address any gaps in future years

Executive Committee of the Faculty Senate
April 12, 2006

Adopted, April 14, 2006

April 14, 2006

BRIEF CHRONOLOGY ON RECENT BUDGET DISCUSSIONS

BACKGROUND:

- Jan 21, '05: Fiscal Planning & Budgeting Committee (FP&B) proposes and Faculty Senate approves Res 04/7: "Recommending Improved Timing of the Budget Cycle to Permit Better Consultation with Faculty"
- Apr 8, '05 Faculty Senate queries EVP Katz on his April 7 *HATCHET* interview in which he alludes to plans to postpone faculty and staff raises and move them to an 18-month cycle.
- May 9, '05 Faculty Senate holds Special Meeting to discuss postponement of raises
- May 13, '05 Faculty Senate approves Res. 05/2 making a recommendation about timing of raises but also asking for "a systematic working relationship" of administration with FP&B Committee with regular reporting to Faculty Senate on financial planning.
- Sept '05 Budget Office publishes a "Calendar of Budget Events" which sets out target dates for providing budget estimates and updated results to VPs, the FP&B Cte and the deans
- Oct 05 Budget Office provides FP&B Cte with first estimates of FY 07 budget, showing a gap between expected revenues and expenses of approx. \$6m.
- Nov 11 05 FP&B reports on these estimates to the Faculty Senate, suggests a broader discussion of how to close this gap is needed
- Feb 3 06 Faculty Senate holds Special Meeting to discuss the University budget, at which EVP Katz, EVPAA Lehman, and Sr VP Chernak provide extensive briefings
- Feb 11 06 EVP Katz, after briefing on Sq 54, is quizzed further, focusing especially on the capital budget lines
- Mar 2 06 A Budget Working Group is established, to include representatives from the Faculty Senate and to be chaired by EVP Katz and EVP Lehman
- Mar 23, Mar 28 : First two meetings of the Budget Group are held, with extensive briefings submitted by EVP Katz and SrVP Chernak
- Apr 4: Third and last (scheduled) meeting of Budget Group, at which faculty reps propose a "solution" for FY 07 gap of \$8.2m, along lines of today's Resolution to be introduced with motion to take up immediately

THE UNIVERSITY HONORS PROGRAM

Proposed Strategic Plan

EXECUTIVE SUMMARY

- **Maintain a university-wide Honors Program serving all the undergraduate schools.**
- **Restrict the program to a smaller, more select and self-selected cohort of students, approximately five percent of the undergraduate student body.**
- **Provide for these students a general education “core” through a first and second year required honors course sequence of five four-credit courses year one and four four-credit courses year two.**
- **After year two, require students to qualify for major or “special” honors as currently defined by their major departments.**
- **Sustain and expand the honors “community” for *all* upper division honors students (those who enter as honors students and others who begin in departmental honors) through targeted co-curricular programming, speaker series, social activities, a newsletter and other student publications.**
- **Require all students who wish to graduate as University Honors Scholars (meaning they entered as honors students and have had a four-year honors experience) to earn departmental honors, produce a substantial departmental or alternative honors research paper or project, participate in the Honors Global Issues Practicum and present their capstone work in an honors showcase or other public, community event that recognizes and celebrates “honors”-worthy achievement at GW.**

ATTACHMENT C
[Revised]

Proposed "New" Honors Program

[Honors components in bold.]

<u>Year 1:</u>	Fall	Credits	Spring	Credits
	Humanities Proseminar	(4)	Humanities Proseminar	(4)
	Sciences Proseminar	(4)	Sciences Proseminar	(4)
	<i>University Writing 20</i>	(4)	Quant. Analysis Prosem.	(4)
	_____	(3-4)	_____	(3-4)
	_____?	(1-3)	_____?	(1-3)

Year 2:

Soc/Behav Sci. Proseminar	(4)	Soc/Behav Sci. Proseminar	(4)
Arts/Lit. Proseminar	(4)	Arts/Lit. Proseminar	(4)
_____	(3-4)	_____	(3-4)
_____	(3-4)	_____	(3-4)
_____?	(1-3)	_____?	(1-3)

Years 3-4:

[----- *Current Departmental Honors* -----]

Honors Capstone: Global Issues Practicum (4)
*Honors Senior Thesis Option (4) **

** If major department(s) approve.*

University Honors Program

Honors Curriculum Proposal - Comparison with Current Program

Honors Program Requirements by Year: <i>Current Program</i>	Current Program Curriculum <i>"Enrichment"</i>
<u>Freshman</u> 2 Honors Courses 6 Credits	Proseminar 1 and Proseminar 2
<u>Sophomore</u> 2 Honors Courses or Equivalent 6 Credits	One of the following each semester: Honors course, course conversion, symposium
<u>Junior</u> 2 Honors Courses or Equivalent 6 Credits	One of the following each semester: Honors course, course conversion, symposium
<u>Senior</u> Departmental or Honors Thesis 6 Credits	Departmental Thesis or Honors Thesis One of the following: Honors course, course conversion, symposium

University Honors Program

Honors Curriculum Proposal - Comparison with Current Program

NEW Proposed Curriculum <i>Honors General Education Core</i>	Honors Program Requirements by Year: <i>New Proposed Curriculum</i>
<p>Humanities Proseminar 1 / Humanities Proseminar 2</p> <p>Science Proseminar 1 / Science Proseminar 2</p> <p>Quantitative Analysis and Methods Proseminar</p>	<p><u>Freshman</u></p> <p>5 Honors Courses</p> <p>20 Credits</p>
<p>Behavioral Sciences Proseminar / Social Sciences Proseminar</p> <p>Arts/Literature Proseminar 1 / Arts/Literature Proseminar 2</p>	<p><u>Sophomore</u></p> <p>4 Honors Courses</p> <p>16 Credits</p>
<p>Departmental Honors Opportunities</p>	<p><u>Junior</u></p> <p>(None)</p>
<p>Global Issues Practicum</p> <p>Departmental Honors Requirements or Honors Senior Thesis Seminar</p>	<p><u>Senior</u></p> <p>1 Honors Capstone / Departmental or Honors Thesis</p> <p>4-8 Credits</p>

Report to Faculty Senate on Fall 2006 Academic Scheduling

Submitted by: Elizabeth A. Amundson, University Registrar

Schedule25 Room Scheduling results

Of the approximately 3500 course sections, we had an initial room placement rate of over 97%. There were 78 Foggy Bottom courses that could not initially be placed. There were 51 courses from CCAS, 8 from GSEHD, 8 from GWSB, 5 from SEAS, 3 from SPHHS and 3 from ESIA. The vast majority of classes that could not be placed met within a limited number of timebands:

TR	11:10-12:25pm	15 courses
MW	12:45-2:00pm	18 courses
TR	2:20-3:35pm	12 courses
W	between 5-9pm	19 courses
T	between 5-9pm	13 courses

Resolution of Homeless Classes

A new approach was taken to address classes lacking room assignments. Through the refinement of timebands and relocation of some other assigned courses, the Academic Scheduling Office was able to place over 20 courses without involvement of the schools. The Director of Academic Scheduling and his staff contacted each school to arrange a meeting to discuss the remaining homeless classes. Through individual meetings with 4 of the schools, 90% of the initial homeless courses were placed, as the school representatives elected to delete some courses, change meeting times and/or negotiated movement of other classes. One other school met with the ASO, but elected to make no changes to their schedule and wait to see if rooms later became available. The remaining school with homeless classes failed to respond to repeated requests to meet.

Fall 2006 registration began on March 31, 2006. Only two of the initial homeless courses had to be inactivated, as room assignments could not be made. Within 5 days of the start of the registration process, both of these courses were placed.

Concerns

- 1) **Lack of compliance with deadlines.** School creation of the Fall 2006 schedule was to take place from October 15 to December 9. Of the 92 subjects offered, schedules were submitted by the deadline for only 54. Two schools were unable to submit schedules until approximately one month after the deadline.
- 2) **Late submission of changes, cancellations and additions** to the schedule. Several schools added courses to the schedule after the room scheduling software was run and during the homeless placement process. Registration began two weeks ago, and since that time, we have received 10-20 requests to add classes every day.
- 3) **Functional scheduling liaisons in schools.** The Task Force recommendation adopted by VP Lehman called for the appointment of a scheduling liaison at the assistant or associate dean level. While each school has appointed

April 14, 2006

someone at this level, in all but one school the ASO is actually working with staff at much lower levels who lack the authority to make decisions about course offerings or command compliance from department chairs or individual faculty members.

- 4) **Capacity of the R25 software and hardware** to meet GW needs. The system continues to run exceedingly slowly. The transactional interface between R25 and Banner has been limited to a uni-directional process. On March 8, 2006, CollegeNet released the newest version of the software and interface, which may address this issue.

Successes

Many fewer homeless classes resulted from the centralized entry of the schedule into Banner. The improved process for the resolution of these homeless classes reduced the trauma of placement of these classes.

Significant improvements have been realized during this first semester of Centralized Scheduling in the form of improved service to our students. While it is recognized that continued improvements in the accuracy of the data entry done by the ASO team are necessary, the quality control measures and data checking efforts already in place resulted in a significant decrease in the registration problems encountered by our students. Errors with course links and cross-listings were dramatically reduced, as were the numbers of classes with missing course caps, inaccurate course comments and erroneous course dates.

Through the stricter controls on course additions and changes, those courses that were submitted by the deadlines were given priority in the assignment of classrooms. Late submissions were added only at underutilized timebands, or placed on a waiting list to receive a room assignment only after all timely submissions were accommodated.

The George Washington University
Faculty Senate
Educational Policy Committee

2005/06 Annual Report

1. The Educational Policy Committee met four times during AY 05/06
 - a. 10/14/05
 - b. 11/4/05
 - c. 12/2/05
 - d. 2/3/06
2. The main agenda items for the year were as follows:
 - a. Academic Calendar: Problems with Monday-only classes
 - b. Online Course Evaluations
3. Other items of interest to the committee were initially proposed but were not placed on the final agenda due to still ongoing discussion in other units of the university:
 - a. Doctor of Professional Studies
 - b. 4x4 Curriculum
4. Main Conclusions
 - a. Academic Calendar
 - i. A faculty member brought forth the concern that Monday-only courses start very late in the semester due to the holiday schedule (e.g., when fall classes start after Labor Day), thus requiring the semester's last Wednesday be designated a Monday. Academic concerns related to having the semester's last two class days with such short time in-between were expressed. After hearing from Craig Linebaugh, Assoc. VP for Academic Planning and Special Projects, and Beth Amundson, University Registrar, regarding the complexities of the summer and academic year calendars, the committee decided to recommend no change to the current policy of having a designated Monday on a Wednesday, if required.
 - b. Online Course Evaluations
 - i. The committee was charged to follow up on a Senate Resolution adopted March 8, 2002 dealing with the possibility of departments

adopting online teaching evaluations with enough flexibility to possibly allow student access to parts of the evaluations. During their deliberations, committee members worked closely with Cheryl Beil, Executive Director of Academic Planning and Assessment. After lengthy discussions, it was ultimately decided that it is not in the purview of this committee or the Senate to allow/disallow certain evaluation instruments for teaching evaluations. Instead, decisions on how to evaluate courses remain in the University's departments (or other units). However, the committee felt that it might be useful for departments (or other units) to have some guidance on the possible adoption of online teaching evaluations. In collaboration with Cheryl Beil, the committee endorsed a document distributed with this year's invitation to department chairs to use online evaluations that outlined (a) potential reasons for using these instruments and (b) remaining challenges with the online evaluation process (attached).

Respectfully submitted,

Ralph O. Mueller, Educational Leadership
Chair, Educational Policy Committee

Voting Members:

Lowell Abrams, Mathematics
Michael Castleberry, Teacher Preparation and Special Education
Subhasish Dasgupta, Management Science
Morgan Delaney, Medicine
Stephen McGraw, Health Care Sciences
Richard Tollo, Geosciences
Barbara von Barghahn-Calvetti, Art History
Laura Youens, Music
Maria Cecilia Zea, Psychology

Ex officio Members:

Elizabeth Amundson, Registrar
Cheryl Beil, Academic Planning and Assessment
Robert Chernak, Student and Academic Support Services
Gale Etschmaier, Gelman Library
Mary Futrell, Graduate School of Education and Human Development
Donald Lehman, Academic Affairs
Kathryn Napper, Undergraduate Admissions
Robert Rycroft, International Science & Technology Policy and International Affairs
Carol Sigelman, Graduate Studies & Academic Affairs
Daniel Small, Enrollment Management Administration
Joy Langley, Student Representative

Benefits to and Challenges of Using the Online Course Evaluation

The Educational Policy Committee of the Faculty Senate agreed that departments or faculty that wish to use the online course evaluation should do so. In the interest of obtaining information that will prove most useful in course development, it is recommended that departments and faculty review the benefits and challenges of using the online evaluation before they proceed.

Reasons to consider using the online course evaluation:

- An online course evaluation does not take up valuable class time. It also provides students with a longer and more flexible timeframe to complete the survey, so they can consider their responses and provide more thoughtful feedback.
- It has the potential to reach a wider audience (e.g., students who were absent the day the paper evaluation was distributed in class).
- Instructors and departments can customize the evaluation by adding up to 20 questions of their choosing. In addition, there is a Question Pool of 200+ questions culled from paper evaluations from many GW departmental surveys. Items in the pool can easily be added to the online evaluation. Moreover, faculty or departments that create new questions may add them to the question pool.
- It standardizes the method of distributing evaluations and of collecting the data.
- It provides a faster turnaround time for producing summary data of the evaluations. This benefits faculty who may want to consider and act upon students' feedback in a timely fashion and departments that are hiring part-time or adjunct faculty on a semester-basis.
- It frees up valuable staff time, as the distribution of surveys, tabulation of results, including comments, are done electronically.
- It has the potential to produce specialized reports including analyses across different types of classes, course sections, and departments.
- Summary reports are accessible on line and are available 24/7.
- It saves natural and financial resources as paper versions of the evaluations do not need to be printed.
- It frees up valuable office space. The data are stored in a secure server that is operated by ISS, thus eliminating the need to store paper versions of the evaluations and eliminating the possibility of faculty or staff inadvertently losing evaluations or selecting out certain responses. In addition, the evaluations are stored indefinitely and are readily assessable.
- A standardized process of course evaluations will contribute to GW's ability to meet the assessment expectations of the Middle States accrediting process.
- Faculty *who wish to do so* have the option of sharing summary data with students for selected questions.
- The "net" generation of students is more comfortable and accustomed to completing surveys online.

Challenges for using the online course evaluations:

- Response rate: Although the response rates have increased steadily over the past three semesters, the most recent overall response rate in ESIA is 58%. However, response rates vary considerably by department, ranging as low as 29% in one department and as high as 85% in another. We are still in the process of piloting online course evaluations. Faculty and departments which offer minimal extra credit for completion receive the best responses. High response rates are found in those classes where the instructors encourage their students to participate. Survey data collected from other universities using an online system report that sending out frequent email communication, publicizing it through campus posters and in campus newspaper ads, educating students about the importance of the course evaluations and how the information will be used by department chairs and faculty all help to improve the response rate.
- The data is inconclusive about whether students' comments are compromised in an online venue. In some courses faculty found that students typed in more comments, while in others, the opposite occurred. Many faculty identified bias among respondents as a major problem: students who took the time to fill out the online survey tended to be either very positive or very negative. Some faculty worried that the online course evaluations yielded fewer comments than the paper evaluations, while others praised the comments as more extensive and thoughtful; one instructor summed it up, "Fewer students wrote comments, but those who did wrote in greater detail about the course."
- The survey is too long. At the present time the survey includes 38 questions, five of which are open-ended. While it takes less than five minutes to complete, some faculty and students have complained about its length. A shorter version will be developed in the near future.

Educational Policy Committee
3.15.2006

REPORT OF THE EXECUTIVE COMMITTEE

Lilien F. Robinson, Chair

April 14, 2006

ACTIONS OF THE EXECUTIVE COMMITTEE

Presidential Search Process

Pursuant to Faculty Assembly resolutions passed in 1986 and 1987 and the presidential search process that was followed in 1987, the Executive Committee has sent letters to the deans of the eight schools and to the Faculty Senate representatives for the 2005-2006 session. The letters address the role of the schools, deans, Faculty Senate, and Faculty Assembly in establishing the process and conducting the search.

In brief, each School elects one representative to the Consultative Committee, which elects three of its members to serve on the Trustee Search Committee, consisting of seven trustees, three faculty members, one alumnus/alumna, and one student.

The task of the Senate representatives from each School is to present a slate of two or more nominees at a School meeting in which nominations are also requested from the floor. The Senate representatives submit these names to the Chair of the Executive Committee and the entire slate of eight candidates is then presented for confirmation/ratification at a meeting of the Faculty Assembly.

As we must complete this rather complex process as quickly as possible, the following schedule has been approved by the Chair of the Board of Trustees:

May 5, 2006- submission by the Faculty Senate representative/s of the name of the person elected in their School to the Consultative Committee to the Chair of the Executive Committee

May 8, 2006- meeting of the Faculty Assembly to confirm the slate

May 9, 2006- meeting of the Consultative Committee, convened by the Chair of the Executive Committee, to elect the three faculty members to serve on the Trustee Search Committee

May 19, 2006 meeting of the Board of Trustees and presentation of the names of faculty elected to the Consultative Committee and the Trustee Search Committee

I urge you to meet with the other Senate representatives from your School as early as possible in the next week to produce a slate for presentation at your School meeting.

FY 2007 Budget

As indicated, the Executive Committee has been following the work of the special budget group and consulting with the faculty members of that group. The resolution presented today was the result of the collaborative efforts of the latter and the Executive Committee.

PERSONNEL MATTERS

Grievances

Of the two grievances in the School of Business, one has been settled. I would like to extend congratulations and appreciation to Professor Charles Craver of the Law School who served as mediator. The other grievance in the School of Business is in hearing process.

Nonconcurrences

The Executive Committee has received notice of an administrative nonconcurrency with respect to tenure and promotion from the School of Business.

OTHER MATTERS

Annual Reports

Please be reminded that annual reports of standing committees are due prior to the first meeting of the new session on May 12.

Executive Committee Meeting

The 2005-2006 and the 2006-2007 Executive Committees will meet on April 28 to set the agenda for the May 12 Senate meeting and to provide nominations for membership on Senate committees. Resolutions, reports, and other matters for the May 12 Senate meeting should be submitted prior to that time.

THE GEORGE WASHINGTON UNIVERSITY
Washington, DC

The Faculty Senate

April 6, 2006

The Faculty Senate will meet on Friday, April 14, 2006 at 2:10 p.m. in the Alumni House, First Floor, 1925 F Street, N.W.

AGENDA

1. Call to order
2. Short recess for the purpose of having a group photograph taken of the 2005-06 Faculty Senate
3. Approval of the minutes of the regular meeting of March 10, 2006, as distributed
4. Resolutions:

A RESOLUTION ON LIBRARY ENDOWMENT FUNDS (05/7);
Professor Isabel R. Vergara, Chair, Faculty Senate Committee on Libraries
(Resolution 05/7 attached)
5. Introduction of Resolutions
6. Report by faculty representatives on the deliberations of the Budget Working Group: Professor William B. Griffith
7. Report by faculty representatives on the work of the 4 x 4 Curriculum Task Force
8. Proposed Strategic Plan for the Honors Program: Grae Baxter, Executive Director, Undergraduate Honors, Fellowships and Research; Leslie Jacobson, Chair, University Honors Program Advisory Committee (Strategic Plan attached)
9. Report on Classroom Scheduling for the Fall Semester, 2007: Elizabeth A. Amundson, Registrar
10. General Business:
 - a) Nominations for election of the following nominees to the Faculty Senate Executive Committee for the 2006-07 Session proposed by the Nominating Committee, Professor Philip W. Wirtz, Convener: Professor Lilien F. Robinson (CCAS), as Chair; Professor Brian L. Biles (SPHHS), Professor Michael S. Castleberry (GSEHD) Professor Ernest J. Englander (SB), Professor Charles A. Garriss, Jr. (SEAS), Professor Robert W. Rycroft (ESIA), Professor Gary L. Simon (SMHS), Professor Arthur E. Wilmarth, Jr. (GWLS)

- b) Nominees for election to the Dispute Resolution Committee for three-year terms commencing May 1, 2006: Professors Ravi S. Achrol, Brian L. Biles, Patrick Cook, and Milos Doroslovacki. Nominee for Chair: Professor Kurt J. Darr, for a one-year term
 - c) Nominees for appointment by the President to the following Administrative Committees: Committee on the Judicial System (for a two-year term): Michael S. Castleberry, Chair; University Hearing Board: Professors Katherine Goodrich and David Truncellito; Marvin Center Program Board: Professor Stuart Umpleby; Marvin Center Governing Board: Professors Bradley Sabelli, Stephen McGraw, Julie Ryan, and Catherine Turley
 - d) Report of the Executive Committee: Lilien F. Robinson, Chair
 - e) Annual Reports of Senate Standing Committees
11. Brief Statements (and Questions)
12. Adjournment

Elizabeth A. Amundson

Elizabeth A. Amundson
Secretary

Attachments

A RESOLUTION ON LIBRARY ENDOWMENT FUNDS (05/7)

- Whereas, The George Washington University aspires to “move solidly into the ranks of first-tier educational institutions” (Strategic Plan for Academic Excellence, Goal 1); and
- Whereas, the University further seeks to “strengthen GW’s infrastructure, including the University’s libraries” (Goal 5); and
- Whereas, neither goal can be attained without first-tier library resources; and
- Whereas, both endowments and university allocations are vital sources of funding for the libraries; and
- Whereas, funding for the Gelman Library System from both endowments and university allocations are significantly lower than libraries at peer institutions (see attachment # 1); and
- Whereas, surveys of faculty and students have consistently shown dissatisfaction with the depth and breadth of the collection of the Gelman Library (see attachment # 2 for faculty responses); and
- Whereas, it is in the interest of the Faculty Senate and the University that library resources available for research and instruction be of the highest quality;
NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

1. That the University Administration request that the University Librarian provide a 5-year plan through which, by gradual increases in the library collection budget beginning in FY 2008, the collection budget will reach a level equal to the mean level of ARL libraries in GW’s market basket group; and
2. That the University Administration prepare an annual report for the Faculty Senate on its progress in meeting the goals set out in the 5-year plan provided by the University Librarian; and
3. That the University Administration further makes the Gelman Library System a high priority in fundraising in order to increase the endowment for it so as to help meet the goals set out in Resolving Clause 1.

Faculty Senate Committee on Libraries
March 31, 2006

ATTACHMENT # 1

FY 2004 Academic Library Endowments (excluding Law and Medical Libraries)

<u>University</u>	<u>Endowment</u>
1. Northwestern	\$55,000,000
2. Southern California	44,000,000
3. Brown	43,000,000
4. Washington-St Louis	42,000,000
5. Notre Dame	34,000,000
6. Texas-Austin	33,000,000
7. North Carolina	30,000,000
8. Texas A&M	25,000,000
9. Duke	25,000,000
10. Washington	25,000,000
11. California-San Diego	24,500,000
12. Illinois-Urbana	19,000,000
13. Georgetown	19,000,000
14. Kentucky	18,000,000
15. Rochester	18,000,000

16. Virginia	17,000,000
17. Pittsburgh	15,000,000
18. Tennessee	14,000,000
19. Vanderbilt	14,000,000
20. Utah	11,000,000
21. Ohio	11,000,000
22. Kansas State	10,500,000
23. California-Los Angeles	10,000,000
24. Georgia	9,000,000
25. Missouri-Columbia	9,000,000
26. Oregon	7,500,000
27. Kansas	7,500,000
28. Georgia Tech	4,000,000
29. George Washington	4,000,000
30. Iowa State	4,000,000
31. California-Santa Barbara	3,500,000
32. Arkansas	3,500,000
33. Maryland-College Park	3,500,000
34. Nebraska	3,500,000
35. Case-Western Reserve	3,500,000

36. California-Santa Cruz	3,500,000
37. California-Davis	3,000,000
38. Washington State	2,500,000
39. Connecticut	2,000,000
40. Oklahoma State	2,000,000
41. Arizona State	1,900,000
42. Wayne State	1,900,000
43. Washington State	1,750,000
44. Southern Illinois	1,500,000
45. Michigan State	1,000,000
46. Virginia Tech	1,000,000
47. SUNY-Albany	850,000

March 2006

ATTACHMENT # 2

Faculty LibQUAL+ Survey—A brief summary

Background

In the Spring of 2003, the Gelman Library participated in LibQUAL+, a national web-based survey administrated by the Association of Research Libraries (ARL) in collaboration with the Texas A&M Libraries. The survey seeks to measure library user perceptions and expectations. The objective of LibQUAL+ is to measure the patron's level of satisfaction. This is accomplished by establishing a "zone of tolerance" or the range of acceptable service and then plotting the library's perceived service level. Patrons are asked to rate their minimum level of service followed by their desired level of service for each question. The distance between the minimum and the desired levels represents the zone of tolerance. They are then asked to rate their perceived level of service, and responses are charted, showing the "gap" between perceived, minimum and desired levels of service.

For this survey, we sent random e-mails to 4,916 patrons, including 760 faculty. We received 128 responses from faculty or a response rate of 17%. The established target response rate for the survey was 12%.

Access to Information Questions

There were five questions relating to access to information:

- Print and/or electronic journal collections I require for my work
- Convenient service hours
- The printed library materials I need for my work
- The electronic information resources I need
- Timely document delivery/interlibrary loan

Overall Results

Overall, GW patrons expressed dissatisfaction with journal collections. The dissatisfaction of GW patrons was significantly more than our market basket institutions. While undergraduates at market basket institutions expressed moderate satisfaction with journal collections, GW undergraduates expressed dissatisfaction and our journal collections did not meet their minimum expectations.

GW faculty expressed particularly high levels of dissatisfaction with the availability of journals, books, and the accessibility of resources from the home or office. Both the highest demand and desire is for the accessibility of electronic

resources from their home or office. A full analysis is available at:
<http://www.gwu.edu/gelman/libqual/results/libqual/index.html>

Composite/market basket comparison

- The GW composite expressed tremendously lower satisfaction with printed materials, group study space and a getaway for study, learning or research when compared with the overall ARL average. Other areas that are considerably lower than other ARL institutional results include: journals, e-resources, quiet space for individual study, and modern equipment.
- The GW composite expressed dissatisfaction with four out of twenty-five questions: printed materials, journals, e-resources, and accessibility from home or office. These areas do not meet the minimum expectations of the GW composite and are perceived to be inadequate.
- The GW composite expressed considerably lower satisfaction with printed materials, journals group study space, modern equipment, and accessibility from home or office when compared with the Market Basket average.

Disciplines/faculty responses

Business and Social Sciences

- GW business faculty are generally dissatisfied with the Library. GW business faculty expectations are consistently higher than the GW faculty average.

GW business faculty expressed tremendous dissatisfaction with Access to Information (collections), while most other GW faculty expressed a moderate dissatisfaction. GW business faculty are very dissatisfied with the collection, especially with the journals.

GW business faculty members expressed dissatisfaction with 18 out of 25 questions. They expressed extremely high dissatisfaction toward journals, e-resources, and making electronic resources accessible from their home or office.

- GW social science faculty members expressed dissatisfaction with 7 out of 25 questions. They expressed high dissatisfaction with journals and printed materials. They also expressed dissatisfaction with e-resources,

the library web site, convenient access to library collections, making electronic resources accessible from my home or office, and the library as a getaway for study, learning, or research. These areas do not meet the minimum expectations of GW social science faculty and are perceived to be inadequate.

Engineering and Science

- GW engineering faculty members expressed dissatisfaction with 12 out of 25 questions. They expressed very high dissatisfaction with printed materials, e-resources, library staff who deal with users in a caring fashion, library staff who understand the needs of their users, the library web site, making information accessible from the home or office, and making information easily accessible for independent use. These areas do not meet the minimum expectations of GW engineering faculty and are perceived to be inadequate.
- GW science faculty expectations are consistently lower than the GW faculty average except for a slightly higher demand in the physical library.
- GW science faculty members expressed dissatisfaction with 16 out of 25 questions. The areas with high dissatisfaction include: journals, printed materials, e-resources, timely document delivery / interlibrary loan , the library web site, and making information accessible from their home or office. These areas do not meet the minimum expectations of GW science faculty and are perceived to be inadequate.

The George Washington University Honors Program

Fulfilling the Promise

A Proposed Strategic Plan for the Next Decade

(Revised)

“The University Honors Program... should be the crucible for experimentation, advancement, and academic excellence.”

~ Report of the Program Review Committee~

March 31, 2006

UNIVERSITY HONORS PROGRAM ADVISORY COMMITTEE

This proposed strategic plan was developed and respectfully submitted in August 2005 by the 2004-2005 University Honors Program Advisory Committee :

Columbian College of Arts and Sciences

Leslie R. Jacobson, Chair

Professor of Theatre and Chair, Department of Theatre and Dance

Ingrid Creppell, Associate Professor of Political Science

Gayle Wald, Associate Professor of English

John Ziolkowski, Professor of Classics

Elliott School of International Affairs

Hugh Agnew, Associate Dean, Associate Professor of History and International Affairs

Peter Klaren, Professor of History and International Affairs

School of Business

Leo Moerson, Associate Professor of Accountancy and Business Law

School of Engineering and Applied Science

Sameh Badie, Assistant Professor of Engineering and Applied Science

Martha Pardavi-Horvath, Professor of Engineering and Applied Science

School of Public Health and Health Services

Patricia Sullivan, Professor of Exercise Science

Mount Vernon Campus

Rachelle Heller, Professor of Engineering and Applied Science, Associate Dean of Academic Affairs, Mount Vernon Campus

Introduction

The following proposed strategic plan for the University Honors Program is the outcome of two years' endeavor. It is informed by the findings of an intensive academic program review; the opinions and insights of honors students, honors faculty, deans of the undergraduate schools and other stakeholders; national standards for honors programs; undergraduate curriculum reforms recently instituted at other prestigious universities; and GW's top students' experiences in recent national undergraduate fellowship competitions. The plan is intended to meet the aspirations of the University's Strategic Plan for Academic Excellence; to better serve a select group of talented students who seek an enhanced academic experience at GW; and to integrate the program into the University's academic mainstream. In the words of the University Honors Program Review Committee, the Honors Program should be "the crucible for experimentation, advancement, and academic excellence".

It is important to recognize at the outset that these proposals, if adopted and implemented, will substantially restructure and reposition the Honors Program within the University. Over the 15 years of its history, the program has quite rightly evolved in deference and accommodation to the needs and requirements of the schools. It exists to serve them. At the same time, that same deference and those same accommodations have rendered the program vulnerable to criticisms regarding the distinctiveness and academic quality of its offerings. The program has been subject to conflicting expectations and demands, e.g., that its courses be the same (in order to fit comfortably into general curriculum and departmental requirements) but be different (to justify their "honors" designation). Further, its mission as a university-wide program requires it to accommodate and respond to the differing priorities of pre-professional schools and a liberal arts college, as codified in their respective requirements.

This proposed plan, put forward by faculty representatives of all five undergraduate schools who serve on the University Honors Program Advisory Committee, attempts to reconcile and respect the goals and prerogatives of all while providing the kind of academic modeling and creativity expected from an honors program. It proposes what is already a compromise between the ideal and the realities of GW's resources, culture and traditions. In turn, the plan asks for openness, compromise, flexibility and close collaboration on the parts of all stakeholders in the interests of the increasingly diverse and extraordinary students who are choosing our University.

Executive Summary

Implementation of the plan would:

- **Maintain a university-wide Honors Program serving all the undergraduate schools.**
- **Restrict the program to a smaller, more select and self-selected cohort of students, approximately five percent of the undergraduate student body.**
- **Provide for these students a general education "core" through a first and second year required honors course sequence of five four-credit courses year one and four four-credit courses year two.**
- **After year two, require students to qualify for major or "special" honors as currently defined by their major departments.**
- **Sustain and expand the honors "community" for *all* upper division honors students (those who enter as honors students and others who begin in departmental honors) through targeted co-curricular programming, speaker series, social activities, a newsletter and other student publications.**
- **Require all students who wish to graduate as University Honors Scholars (meaning they entered as honors students and have had a four-year honors experience) to earn departmental honors, produce a substantial departmental or alternative honors research paper or project, participate in the Honors Global Issues Practicum and present their capstone work in an honors showcase or other public, community event that recognizes and celebrates "honors"-worthy achievement at GW.**

Resulting and Related Changes

In addition to the changes apparent in the above, others indirect or implicit should be noted:

* There would be only one opportunity for admission to the four-year University Honors Program: upon entering GW as a first year student. There would no longer be "internal admissions" for rising sophomores or juniors.

* University Symposium, honors "contract courses", "course conversions," and internships would no longer fulfill Honors Program requirements, although the symposium might continue as a programmatic feature.

* Students who choose special academic programs with conflicting course or residence requirements would no longer be eligible to participate as well in the Honors

Program. (Note: This circumstance would not exclude BA/MD's or BA/JD's under current policies governing those programs.)

* The Honors Program would no longer offer any "HONR" language courses (Arabic, ASL, Hindi or Persian.) or honors sections of any departmental, disciplinary or introductory courses, e.g., logic, statistics, chemistry, accounting, acting, comparative and international politics, micro- and macro-economics, sociology, anthropology, creative writing.

Why a University Honors Program?

Fifteen years ago, the leadership of the University launched the University Honors Program. The purposes of the program then were:

- To help recruit high performing, high scoring students to GW, i.e., make GW more competitive at the high end of the undergraduate "marketplace".
- To engage and challenge, and thereby help to retain, the "best" students.
- To enrich the pool of fellowship applicants and potential winners who could enhance the reputation and status of the university.

The program continues to serve these purposes today. Average SAT scores of incoming honors students are about 100 points above the average for the whole first year class. The retention rates of honors students are consistently higher than those of the student body at large. In the 2003-2004 and 2004-2005 academic years, honors students, although less than 10 percent of the undergraduate population, have won almost 60 percent of the prestigious national fellowships won by GW undergraduate students. (See **Attachment A**, University Honors Program Fact Sheet, for more information.)

In fact, it could be argued that at this moment, as GW competes for ever more talented students at the higher end of the postsecondary "marketplace" and as the Strategic Plan for Academic Excellence moves the community to meet ever higher standards of academic quality, challenge and engagement, the University Honors Program has the potential to play an even more important role in the advancement of the University. Restructured and repositioned as recommended in the following, it could fulfill its promise to do so.

GW's Strategic Plan for Excellence

The University Honors Program can contribute significantly to accomplishment of two goals of the Strategic Plan for Excellence. First, the program can help to "move

GW solidly into the ranks of the first-tier educational institutions through quality undergraduate education... ” (Goal 1) by enhancing “challenge, discovery and quality in undergraduate education” (Objective 1A). The program can contribute by becoming a model for academic engagement, challenge, and creativity, and by requiring of honors students the depth, breadth, and the integration of learning expected of educated leaders in the 21st century. Second, it can help to “develop a strong sense of community” at GW by improving the intellectual environment on campus, by recruiting “students and faculty who value cultural and intellectual diversity” and by encouraging the shared “exploration of new ideas” (Goal 4).

Mission, Goals and Objectives of the University Honors Program

Informed and inspired by the aforementioned University-wide strategic goals, the renewed mission of the University Honors Program may be articulated as follows:

“The University Honors Program exists to attract, stimulate and support a diverse, vibrant intellectual community of students and faculty. The program invites students to become active global citizens, to develop a humane perspective on the world, and to sense the wholeness of thought and life that makes for good citizens and moral human beings, pillars of a worthy, decent world community.”

To these ends, also informed and inspired by the University’s Strategic Plan for Excellence, the goals of the University Honors Program are to:

- Engage and challenge students who are intellectually curious, highly motivated, and love to learn. The program will:
 - ~ Offer a compelling intellectual experience, including intensive immersion in the great traditions of learning, to hone their analytic and expressive powers, deepen their understandings, broaden their perspectives, and spark their passions, curiosity and personal aspirations.
 - ~ Empower students to take the initiative in their educations by cultivating interests across academic disciplines and traditions.
 - ~ Build a coherent and comprehensive four-year honors experience for gifted undergraduate students, a program fully integrated into, synergistic with, and reinforcing of, the highest academic aspirations of the schools and departments.
- Create an honors community hospitable to the more intellectually inclined where students can share the joys of critical inquiry, creative endeavor, and constructive dialogue in close engagement with their peers and dedicated teaching faculty.
 - ~ Provide honors students with a common academic core experience.
 - ~ Strengthen honors residential, academic, and service programming.
 - ~ Regularize faculty participation in co-curricular programming.

- ~ Promote diversity, celebrate differences and encourage mutual understanding and respect among honors students and faculty.
- In the end, engender a culture of high expectation and accomplishment that will advance undergraduate education throughout the University.

BUILDING A COMMUNITY OF SCHOLARS

To accomplish the aforementioned goals and objectives, the University Honors Program must create and support a community of scholars, students intellectually engaged with each other and with faculty mentors, who together are inspired by academic challenge, hard questions and the desire to make a difference in the world.

Academic Program

The University Honors Program is, first and foremost, an academic opportunity offered to enhance the intellectual experiences, meet the highest aspirations, of the University's most intellectually focused and motivated students. It is not a "living and learning community" or a "special program". It should be integral to the missions of all the undergraduate schools, model academic challenge and breed thoughtful, responsible citizens in scholarship and the professions.

Experiences and comparisons, particularly in the fellowships arena, have shown that, as strong as GW's undergraduate programs are, some of our most promising students are not educated to their potentials. At the end of their undergraduate careers, despite superior courses, the best efforts of some of the most dedicated faculty, and their own superior performances as indicated by breathtaking GPA's, these students lack breadth, depth, the inclination to reflect, and the ability and confidence to make original intellectual connections among their studies, their lives and issues in the world. Like other institutions aspiring to go to the next level, GW understands the need to go beyond skill-building, credentialing and pre-profession training to provide a deeper and more coherent undergraduate experience. To do so, the Honors Program proposes instituting a core curriculum in the first two years and an honors capstone, a Global Issues Practicum, in the last.

- **Honors First and Second Year Course Sequence:** Building on the current Honors Proseminar (which explores the ancient roots and evolution of modern thought), and guided by the shared educational aims reflected in the schools' general curriculum requirements, the Honors Program proposes to develop an honors course sequence to be required of all honors students in their first and second years. (The schools' respective general curriculum requirements may include a certain number of courses in all or some of the following academic categories: literacy; quantitative and logical reasoning; moral reasoning; natural sciences; social and behavioral sciences; creative and performing arts; humanities; cultural and political diversity; foreign languages.)

The sequence would be designed to:

- provide every honors student, regardless of school, with a highly rigorous general education “core”;
- stimulate in students the intellectual breadth, depth and literacy expected of wholly educated persons and leaders in the 21st century;
- inform students’ choices of majors and possible interdisciplinary linkages;
- prepare students to engage and excel in upper division honors work;
- develop students’ abilities to integrate and make connections among their various academic learnings, values, life experiences and personal observations.

The courses in detail would be fully developed in collaboration with Columbian College of Arts and Sciences, the School of Business, the Elliott School of International Affairs, the School of Engineering and Applied Science, and the School of Public Health and Health Services informed by the desired characteristics of an honors course identified in **Attachment B**. However, an outline of a recommended program structure and course and topic sequence is presented at **Attachment C** as a starting point for discussion.

** In recognition of their expanded scopes and interdisciplinarity, and the greater academic expectations of students both in and outside of class, honors courses would carry four credits.*

** Building on synergies among schools and departments, all honors courses would be multi- and inter-disciplinary in approach, global and cross-cultural in perspective.*

** All honors courses would include intensive writing, rhetoric and presentation components.*

** The course sequence would be required of all honors students regardless of AP credits. Students’ AP credits would continue to be accepted per university policy but would not serve to fulfill Honors Program requirements. Certain students who could make a compelling academic case might be exempted from the two interdisciplinary science courses in order to engage in more advanced science studies.*

** To make the term “global” meaningful, all honors students would be strongly encouraged to take a language at least to the level of respectable literacy and practical competence. However, responsibility for language instruction should rest entirely with the language departments.*

** This course sequence would provide the means for all honors students to accomplish the ends of the general curriculum requirements. Certain courses as developed in collaboration with the departments might qualify as prerequisites to courses in a major.*

- **Enhanced Departmental/Upper Division Honors Opportunities:** It is proposed that the third and fourth years of the University Honors Program be integrated with special departmental honors towards the enhancement of both. All Honors Program students would be required to qualify for departmental honors.

Currently, the University Bulletin identifies 30 recognized departmental or special honors opportunities in Columbian College and the Elliott School. (See **Attachment D**.)

The School of Business and School of Engineering and Applied Science and the School of Public Health and Health Services may offer additional opportunities in certain departments for certain of their students. One way now that honors students may complete their Honors Program senior thesis or seminar requirements is by successfully pursuing special honors in their majors. In 2002-2003, 72% (68) did so; in 2003-2004, 78% (153) did so; and, in 2004-2005, 60% (139) did so. Consequently, the impact on the departments of this integration should be minimal, especially given the more selective and smaller Honors Program classes contemplated (about 120 students each).

** Criteria for admission to departmental honors would offer the possibility for qualified honors students to enjoy a seamless, integrated, four-year honors experience.*

** The community of honors [program] scholars would expand, through collaborative social and co-curricular programming, to include all students engaged in honors work in their third and fourth years, .*

** The hope would be that Honors students' proposals for study abroad would undergo rigorous review by the departments to ensure that the programs meet honors academic standards and substantially advance students' academic agendas.*

** Particularly where there is not a "critical mass" of honors majors, departments and the Advisory Committee would collaborate on cross-school, cross-disciplinary experiences, seminars, events, projects (service, creative, and otherwise), to enrich upper division honors.*

- **Honors "Capstone" Experiences:** It is proposed that all honors students be required to meet the requirements of departmental honors as well as to participate in an Honors Global Issues Practicum. The practicum would be a cross-disciplinary seminar intended to stimulate integrative thinking, team work and creative projects, and to provide for each student's reflection upon his or her undergraduate experience. In addition, it is proposed that all honors students have the opportunity to present an honors thesis, performance, art work, service project, publication, or other academic "capstone" in a showcase event or series that brings the program, the departments and the schools together in community to celebrate excellence in the University.

Community

The ideal of a "community of scholars" has inspired the program's development over the years and, for some of the most active and engaged students, has been achieved. However, in recent years, the growing size of the program and its marginal role in the overall academic and social experiences of most honors students has compromised its ability to provide a consistent, strong sense of community. The Honors Program should provide a home for the serious and the searchers, the creative and the world-shakers, the political and the a-political, poets, humorists, philosophers, scientists, the reverent and the irreverent, to share their talents and interests with each other in the spirit of inquiry and collegiality. Faculty members should play a full part in this dynamic as instigators, mentors and models. To develop the University Honors Program further as a community of scholars, the Advisory Committee proposes the following.

- Provide a more **intensive common academic experience**. Currently, honors students may take only one course in common, the first year Honors Proseminar. The first and second year honors course sequence recommended above will, in itself, contribute to a stronger sense of community by presenting a common academic challenge.
 - **Reduce the size of the program**. With almost 1000 students (about 10% of the undergraduate student body) from five different undergraduate schools and no common academic core, it is virtually impossible to establish a program-wide sense of community. It is recommended, therefore, that the program admit about 5% (120 students) in each incoming class as "University Honors Scholars".
- * Ideally, the honors student population would represent 5% of the student population of each school. However, admissions standards should not be compromised in order to accomplish this goal. Admission to the program should remain competitive.*

- Provide a **common living experience** for each class of first year students and continue the existing second year honors residential option. The program currently offers first-year students three choices: the 60-bed honors community in Lafayette; the Mount Vernon Honors Scholars community in Somers Hall; and participation in the general housing pool. Sophomores may choose the 60-bed community in the Dakota at Foggy Bottom. It is recommended that all first year students live together in community at Foggy Bottom. (If a 120-student honors residential community cannot be accommodated at Foggy Bottom, it is recommended, as a second choice, that the current honors residential options be retained and that honors students enjoy the same freedom of choice as non-honors students. With an intensive common academic experience, the need for community-building through common residence becomes less urgent.)
- Continue to provide distinctive **co-curricular community programming**, student-driven, faculty-involving and substantive, for all honors students, including the expanded honors community at the third and fourth year levels. Honors faculty will continue to have responsibility for generating programming related to their courses or scholarly pursuits and geared to the resources of D.C. as much as possible.

The Students

The University Honors Program seeks students who have demonstrated that they have the intellectual curiosity, potential for breadth and depth, appropriate motivation and personal attributes, beyond those indicated by quantitative measures, to benefit from, and contribute to, a community of scholars. Experience has shown that not all high academic performers are necessarily susceptible to the benefits of an honors experience. It is proposed then, that the program become more selective, collaborating with the Office of Admissions and the schools to identify and attract the kind of students desired. Further, again in collaboration with Office of Admissions, the program must intensify efforts to

attract top minority and international students to the program in order to create a diverse as well as talented intellectual community. To these ends, the committee also recommends the following:

- * Review again the honors admission application form to see if it can be better designed to elicit the desired qualities identified above.*
- * Move the honors application from the "special programs" section of the GW admissions application and include as a privileged option under each school.*
- * Consider relating special merit scholarships to participation in the program so that honors students feel recognized and privileged.*
- * Emphasize in admissions materials the interdisciplinary, cross-cultural emphasis of the program as well as the selectivity.*

The Faculty

In "Basic Characteristics of a Fully Developed Honors Program", the National Collegiate Honors Council makes two points concerning faculty. They advise institutions to avoid "any tendency to force the program to depend on temporary or spasmodic dedication of particular faculty members or administrators.... The program should be fully institutionalized so as to build... a genuine tradition of excellence." They recommend further, "Faculty participating in the program should be fully identified with the aims of the program. They should be carefully selected on the basis of exceptional teaching skills and the ability to provide intellectual leadership to able students."

Ideally, the University Honors Program would attract the talents and enthusiasms of the University's best regular fulltime teaching faculty who could serve the program on a sustained, regularized basis. Under the new structure integrating the program with departmental honors opportunities, this ideal would presumably be realized to a large degree in the third and fourth years. However, as to the first two years, the committee believes that a mixed model would be both realistic and, possibly, best for the program. The recommendations for staffing the Honors Program are, then, as follows.

- Working with the deans and departments, **create ways to attract GW regular full time faculty, senior teaching faculty**, to teach, mentor and otherwise participate for a sustained term in the program (at least two years).
- * Participation in the Honors Program should be recognized, valued and rewarded as important academic service.*
- * Teaching in the Honors Program, at any level, should be valued and given equal weight in promotion and tenure decisions.*
- * Qualified University Professors and emeriti enthusiastic about teaching talented undergraduates should be tapped to teach in the Honors Program.*

- Continue to recruit **full time, jointly appointed contract faculty** to contribute to the teaching of the first and second year sequence.
- * *Hire contract faculty on indefinitely renewable three-year contracts with 2/2 teaching loads.*
- * *Continue to provide them with appointments in appropriate academic departments but with less than the full three course, half load obligation.*
- * *Make clear their primary accountability to the Honors Program.*
- * *Recognize that their "service" would be primarily to the Honors Program in the form of student mentoring and participation in co-curricular programming.*

Continue to supplement the honors faculty with **adjunct and visiting professors and guest lecturers**. These individuals would be selectively chosen for their expertise and their enthusiasm for working with undergraduates. (An example of the caliber of person sought is current adjunct professor Peter Marks, senior theater critic for the *Washington Post*.)

Governance, Coordination and Liaison

As measured by the standards of the National Collegiate Honors Council, the University Honors Program is not "fully institutionalized." What this phrase means is that the program is not placed favorably in the administrative or academic structure of the university, that it is not positioned in a way that allows it to best serve students or function in synergy with the schools and departments. To address this core disability, the committee proposes that:

- The Council of Deans assume a leadership role in the evolution and functioning of the Honors Program;
- The Director of the University Honors Program serve as a member of the Council of Deans, in accordance with national standards for honors programs;
- The University Honors Program Advisory Committee serve as advisor to the Council of Deans and the director, representative of the schools, liaison with the schools, and as the body providing general academic oversight and coordination for the program and program development.

The goal is to integrate the Honors Program into the academic mainstream of the University so it may work in effective and credible partnership with all stakeholders. Only then will it be enabled to fulfill its promise to all and contribute to the advancement of the University in the next decade.

Funding

In order to establish a true “tradition of excellence”, the University Honors Program must not only be “fully institutionalized” as proposed above, but must also continue to be funded on a long-term and predictable basis. Funding for the program as redesigned will be achieved through reallocation of current program resources and use of existing advanced academic opportunities. Consistent with the changes recommended above, funds freed by making the program *quantitatively* smaller will be redirected to make it *qualitatively* better. Again, it calls for *no additional funding*.

Measuring Outcomes

Many of the most significant outcomes sought through implementation of this strategic plan are *qualitative* and, thus, in important part, not meaningfully measured by quantitative metrics. The most rigorous and independent assessment of these qualitative outcomes would come from outside the university, e.g., by an outside committee recruited through the National Collegiate Honors Council and through a nationally administered instrument such as the Collegiate Learning Assessment (Rand) that would provide comparative data.

Otherwise, internal assessments of *qualitative* outcomes might include:

- Stakeholder surveys of honors students and faculty, deans, and departments;
- Faculty review of honors students’ “portfolios” developed by students over the course of their participation in the Honors Program and reflecting progress in their intellectual work.
- Requirement of entrance essay on “expectations” and pre-graduation essay on “reflections” in conjunction with the Honors Global Issues Practicum;
- Tracking of academic, professional or service pursuits after graduation.

Quantitative measures that might serve as useful indicators of progress or success include:

- Percentage of AR 1’s and 2’s who apply to the Honors Program;
- Percentage of applicants to the program who are accepted;
- Percentage of admitted honors students who come to GW;
- SAT/ACT scores, GPA’s and class ranks of matriculating honors students relative to those of incoming class as a whole;
- Numbers and percentages of minority and international students in the program;
- Retention rates of honors students relative to those of overall undergraduate population;
- Percentage of third-year honors students qualifying for departmental honors;
- Numbers and percentages of honors students doing independent research with faculty;
- Number and proportion of national fellowship applicants, finalists and winners who are honors students;

- Graduation rates of honors students compared to those of the general student population;
- Average GPA of graduating honors students compared to that of graduating class overall.

A Beginning

The plan outlined here is intended to be a beginning not a conclusion. Informed by two years of investigation, study and deliberation on the part of the Advisory Committee and Honors Program staff, these proposals reflect the committee's best judgments, ideas and ideals. They are, however, proposals, recommendations put forward as a starting point for collaboration. At the end of the day, for the program to succeed, deans and departments must invest in it and share in its ownership. The University Honors Program exists to compliment their best efforts and advance their highest aspirations for their students. Their wisdom is essential in ensuring that it does so and is, indeed, a University-wide endeavor.

ATTACHMENT A***University Honors Program: Fact Sheet***

Fall 2004

General

The University Honors Program serves 965 honors students, almost 10% of undergraduate student body (9,687):

11% of CCAS [612/5560]

13% of ESIA [268/2015]

9% of SEAS [39/445]

3% of GWSB [46/1471]

5% of SPHHS [9/172]

Program Demographics

58% (562) female

42% (403) male

Home state/country:

40.5% (391) – NY, NJ, PA

19.6% (189) – other mid-Atlantic and N.E. states

15.9% (153) – “heartland,” mid-western, plains states

15.1% (146) – southern, including Virginia

8.7% (84) – western states and Hawaii (7.0% from California)

GW School

63.4% (612) CCAS

27.8% (268) ESIA

4.8% (46) GWSB

4.0% (39) SEAS

Honors Class of 2008 (#) [variance from program overall]

197 students

54% (106) [-4%] female

46% (91) [+4%] male

Home state/country:

35.0% (69) [-5.5%] – NY, NJ, PA
 21.8% (43) [+2.2%] – “heartland,” mid-western, plains states
 18.8% (37) [-0.8%] – other mid-Atlantic and NE states
 12.2% (24) [-2.9%] – southern states (including VA)
 11.7% (23) [+3%] – western states and Hawaii (7.0% from California)

GW school:

53.3% (105) CCAS [-10.1%]
 39.6% (78) ESIA [+11.8%]
 2.5% (5) GWSB [-2.3%]
 4.6% (9) SEAS [-0.6%]

Recruitment**Honors Class of 2008 (entering class) [variance]:**

- Average SAT 1420 (1275) [+145]
 730 verbal (640) [+90]
 690 math (635) [+55]
- Average ACT 31 (27) [+4]
- Average high school rank 95th percentile (65% of undergraduates in 90th percentile)

Honors Program Applications

	2004	2003	2002	2001
Applications:	1203	1405	1494	1150
Admits:	556	599	518	511
Deposits:	153	170	218	147
Yield rate:	27.5%	28.3%	42.1%	28.7%
SAT Avg of Deps:	1415	1400	1390	1380

Honors Program Invitations

	2004	2003
Invites:	253	339
Deposits:	41	80
Yield rate:	16.2%	23.5%
SAT Avg of Deps:	1425	1450

Retention

Honors (general student population) [difference]			
Entering class:	1998	1999	2000
f-s	96.3 (92.3) [+4]	95.1 (91.5) [+3.6]	94.1 (91.7) [+2.4]
s-j	94.4 (84.8) [+9.6]	91.0 (84.2) [+6.8]	89.8 (84.7) [+5.1]
j-s	79.6 (80.9) [-1.3]	77.0 (79.3) [-2.3]	78.8 (79.1) [-0.3] *
	2001	2002	2003
f-s	94.9 (91.7) [+3.2]	94.8 (92.9) [+1.9]	93.3 (91.8) [+1.5]
s-j	91.1 (84.1) [+7.0]	90.5 (86.8) [+3.7]	
j-s	71.5 (79.5) [-8.0] *		

Program Retention

	1998	1999	2000	2001	2002	2003
f-s	88.9	95.1	86.4	91.1	94.3	88.8
s-j	86.1	86.9	79.7	87.3	88.6	
j-s*	69.4	66.4	69.5	65.8		

* change in trend due, at least in part, to high three-year graduation rate

Graduation Rates

	1998	1999	2000	2001
3-year	13.9 (2.5) [+11.4]	12.3 (3.2) [+9.1]	10.1 (2.9) [+7.2]	12.7 (3.2) [+9.5]
4-year	85.2 (72.5) [+12.7]	83.6 (71.6) [+12]	83.9 ((69.4) [+14.5]	
5-year	87.0 (78.2) [+8.8]	86.9 (76.5) [+10.4]		
6-year	88.0 (78.7) [+9.3]			

Fellowships 2003-2004

- 62% of Rice students (8 of 13) were honors
- 50% of Gamow students (7 of 14)
- 10 of the 17 national fellowship recipients, 59%
- 10 of 14 Rhodes, Marshall and Mitchell endorsees, 71%

Courses

51 courses offered, including:

- 11 freshmen proseminars
- 36 honors "seminars"
- 4 capstone courses

but not counting:

- Symposium
- 14 independent studies
- 12 internships
- 27 course conversions
- 18 senior theses through contracts and HONR 198
- 8 students enrolled in HONR 196: ESIA Senior Seminar

- Total enrollment: 913
- Enrollment in regular courses (not Symposium, etc): 715
- Average class size: 14
- Total credit hours: 2197

Note: Five Writing in the Disciplines courses were offered in fall 2004, more than any other department, excluding the sections of creative writing offered by the English department.

Top Ten Majors

- International affairs, 202 (28.1% *note that this is the default major of ESIA)
- Political science, 47 (6.5%)
- Biology, 45 (6.3%)
- English, 35 (4.9%)
- Psychology, 33 (4.6%)
- History, 26 (3.6%)
- Political Communication, 21 (2.9%)
- Economics, 18 (2.5%)
- Finance, 15 (2.1%)
- Criminal Justice, 11 (1.5%)

Honors Residential Communities

171 students in Honors-sponsored housing:
58 in Lafayette
33 in Mount Vernon
16 in Women's Leadership
64 in sophomore

Faculty

17 courses (33%) in fall 04 were taught by full-time GW faculty, including five full-time contract joint appointments

Total faculty teaching in Honors: 38

- Regular full-time GW: 9 (24%)
- Full-time contract joint appointments: 5 (13%)
- Regular part-time: 4 (11%)
- Adjuncts with appointments in other departments: 15 (39 %)
- Temporary: 5 (13%)

Faculty credentials

PhD: 27
JD: 2
MD: 1
MA: 4
MFA: 3
BA: 1

ATTACHMENT B**CHARACTERISTICS OF AN HONORS COURSE**

Honors courses should model academic challenge. They should equip and inspire students to dig deeper, climb higher and see farther. An honors course should be characterized by some, if not all, of the following.

All honors courses should:

- be distinguishable from a non-honors course;
- be small (cap at 20, sometimes lower);
- offer a discussion-based/seminar format where professors and students engage in dialogue and students bear a high level of responsibility for exploration of ideas and driving discussion;
- encourage and reward independent thinking, risk-taking, originality and creativity;
- move students beyond their comfort zones;
- require broader, deeper, more sophisticated thinking and analysis;
- expect student attendance, preparedness and participation;
- provide faculty who are intellectual models and mentors willing to learn from students;
- be writing intensive *and* provide students with sustained, close, critical evaluations of their writings;
- establish the highest expectations of students, rigorously apply the highest academic standards;
- apply grading policies that fairly recognize, and educate students about, the qualitative differences among truly superior, good, average, below average and unsatisfactory academic work;

Depending upon the academic discipline, topic and scope covered by the course, an exemplary honors course might also:

- require a mix of small group and individual work products;
- use a problem-based learning format;
- emphasize primary sources, avoid textbooks;
- include differing cultural perspectives;
- include interdisciplinary perspectives;
- offer learning opportunities outside the classroom, including use of cultural, scientific, governmental, city, social service and international community resources in the Washington, D.C. area;
- be led by professors with specialized knowledge and/or field experience;
- assess students based upon writing and participation, as well as exams.

ATTACHMENT C
[Updated]

Proposed "New" Honors Program

[Honors components in bold.]

<u>Year 1:</u>	Fall	Credits	Spring	Credits
	Humanities Proseminar	(4)	Humanities Proseminar	(4)
	Sciences Proseminar	(4)	Sciences Proseminar	(4)
	<i>University Writing 20</i>	(4)	Quant. Analysis Prosem.	(4)
	_____	(3-4)	_____	(3-4)
	_____?	(1-3)	_____?	(1-3)

Year 2:

Soc/Behav Sci. Proseminar	(4)	Soc/Behav Sci. Proseminar	(4)
Arts/Lit. Proseminar	(4)	Arts/Lit. Proseminar	(4)
_____	(3-4)	_____	(3-4)
_____	(3-4)	_____	(3-4)
_____?	(1-3)	_____?	(1-3)

Years 3-4:

[-----*Current Departmental Honors*-----]

Honors Capstone: Global Issues Practicum (4)
Honors Senior Thesis Option (4) *

* If necessary, with departmental approval.

ATTACHMENT D

Graduating With Departmental Honors

(As of Academic Year 2005-06 - see most recent University Bulletin or your Department for more information)

Departments and Requirements

American Studies

Required Work: Apply for honors candidacy before the end of the junior year, and complete a thesis (AMST 180) with a grade of A; meet special honors requirements state under University Regulations, recommendation from faculty.

Anthropology, Archaeology, and Biological Anthropology

Required Work: Register for 3 credit hours of ANTH 195, Undergraduate Research, and write a paper of special distinction arising out of a program of directed reading or research.

Asian Studies

Required Work: Complete either an Elliott School or Honors senior seminar or a senior thesis; students must apply for honors candidacy prior to the beginning of the senior year.

GPA Requirement: 3.4 GPA, overall

Biological Sciences

Required Work: Approved undergraduate research project under faculty direction.

GPA Requirement: 3.5 GPA in the major and 3.0 overall

Chemistry

Required Work: Undergraduate research (CHEM 195) for at least three credits over two semesters; poster/oral presentation in addition to final report in CHEM 195

GPA Requirement: 3.0 GPA in the major

Classical and Semitic Languages & Literature

- Required Work: Meet special honors requirements under University Regulations; no later than beginning of the senior year, consult faculty about research project to be prepared under supervision of faculty member; approval of committee and grade of A or A- on research.
- GPA Requirement: 3.7 GPA in the major and 3.25 overall by end of junior year.

Communication

- Required Work: Meet the requirements for selection to *Lambda Pi Eta*, The National Communication Association Honor Society, receive a grade of A on the thesis required in COMM 199, Senior Seminar.
- GPA Requirement: 3.3 GPA in the major and 3.0 overall

Earth and Environmental Services

- Required Work: Submit approved honors thesis, recommendation from department, EES 199 2 or more credits.
- GPA Requirement: 3.3 GPA overall

Economics

- Required Work: Submit an Honors paper to the department.
- GPA Requirement: 3.5 GPA in the major

English

- Required Work: Apply to the program in writing by October 15 of the junior year; take ENGL 195 in spring of junior year followed by ENGL 196 in the fall; ENGL 194 or 198 spring of senior year and earn an A on the Honors Thesis.
- GPA Requirement: 3.4 GPA in the major and 3.0 overall; 3.25 in the major and 3.0 overall to initially apply

Fine Arts and Art History

- Required Work: By the beginning of senior year, students should consult their advisor regarding eligibility and selection of an area of study and a director of the research or creative arts project.
- GPA Requirement: 3.5 GPA in the major and 3.0 overall by end of junior year.

German & Slavic Languages and Literatures

Required Work: Apply for honors candidacy by the end of first semester, junior year; must attain Advanced Level speaking proficiency; and must successfully complete an honors thesis (GER or SLAV 197-198)

GPA Requirement: 3.5 GPA in the major and 3.0 overall

History

Required Work: Apply for Honors and complete HIST 199 junior year; in the following semester, earn an A or A- in HIST 191 (based on work done in HIST 199).

GPA Requirement: 3.0 GPA in the major

International Affairs

Required Work: Complete either Elliott School or Honors senior seminar or Honors senior thesis or a major independent study research project approved by the program director.

GPA Requirement: Students must apply for candidacy prior to the start of the senior year.
3.4 GPA overall

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Journalism

Required Work: Consult with program director at the start of the senior year, application must be made by (October 15 or March 15) of graduation semester and include letter of application and a portfolio of published or broadcast work.

GPA Requirement: 3.5 GPA in the major and 3.5 overall

Latin American Studies

Required Work: Complete either Elliott School or Honors senior seminar, or an Honors senior thesis or a major independent study research project approved by the program director; apply for candidacy prior to start of senior year.

GPA Requirement: 3.4 GPA overall

Liberal Arts

Required Work: Earn an A in at least six of the 12 required 100-level liberal arts courses.

GPA Requirement: 3.5 GPA, overall

Mathematics

Required Work: Enroll in 3 credit hours of MATH 195 in addition to the 27 credit hours of required courses in the major, present an oral defense of a senior thesis prepared for MATH 195.

GPA Requirement: 3.5 GPA in the major

Middle Eastern Studies

Required Work: Complete an Elliott School/ Honors senior seminar, or an Honors thesis, or a major independent study research project approved by the program director; major must declare candidacy prior to the beginning of the senior year.

GPA Requirement: 3.4 GPA overall

Music

Required Work: Apply by the end of junior year and complete an approved independent project under faculty supervision for at least 3 credits.

GPA Requirement: 3.5 GPA in the major, 3.0 overall

Philosophy

Required Work: Submit an honors paper that must be approved by committee of 3 faculty members.

GPA Requirements: 3.7 GPA in the major, and 3.25 overall

Physics

Required Work: Submit an honors thesis based on a two-semester research project.

GPA Requirement: 3.5 GPA in the major and 3.0 overall

Political Communication

Required Work: Apply in the beginning of senior year; complete PCM 196 and SMPA 199 senior year; present an oral defense of a research paper before a committee.

GPA Requirement: 3.5 GPA in the major and 3.5 overall

Political Science

Required Work: Meet requirements for special honors under University Regulations; apply in writing by third week of the semester preceding final semester of study; take PSC 101 or 104 prior to taking PSC 192, and enroll in PSC 192 at least one semester before graduation, in which the student completes an independent research project for Honors after faculty approval.

GPA Requirement: 3.5 GPA in the major

Psychology

Required Work: Apply before senior year; submit application before senior year; PSYC 197 or 200 level seminar; take a Psychology Independent Study (191 or 198) with distinction.

GPA Requirement: 3.5 GPA in the major

Religion

Required Work: REL 191 no later than first semester, senior year.
GPA Requirement: 3.4 GPA in the major

Romance Language and Literature

Required Work: Consult major advisor or proseminar professor at start of senior year.
GPA Requirement: 3.75 GPA in the major, 3.0 overall

Sociology / Criminal Justice / Human Services

Required Work: Take SOC 195 or HMSR 193 by fall of senior year and complete a senior honors thesis.
GPA Requirement: 3.3 GPA in the major

Statistics

Check with department.

Theatre and Dance

Required Work: Consult with faculty advisor at the start of the second semester of junior year; complete TRDA 199 with a grade of A.
GPA Requirement: 3.4 GPA in the major